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IDENTIFIERS	Reading Writing Relationship; Writing Apprehension

ABSTRACT

Designed to supplement the day-to-day planning, teaching, and evaluation activities of writing teachers at all educational levels, this compilation contains 711 citations of documents that appeared in "Resources in Education" from 1966 to 1981. Section headings include (1) the prewriting stage; (2) informative, persuasive, and literary modes of discourse; (3) audience awareness; (4) teacher and peer feedback; (5) publishing student writing; (6) writing in the world of work; (7) the writing process; (8) writing apprehension; (9) writing centers; (10) revision and proofreading; (11) developmental/remedial writing; (12) gifted writers; (13) computers and writing; (14) writing in the content areas; (15) integrating reading and writing; (16) evaluating writing; (17) theory and research on writing; and (18) curriculum guides and course descriptions. A subject index using terms from the "Thesaurus of ERIC Descriptors" provides another avenue of approach to the literature. (HTH)

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ED218668

Especially for Teachers:

Documents

on the

Teaching of Writing

1966–1981

CS207113

ERIC Clearinghouse on Reading and Communication Skills
1111 Kenyon Road, Urbana, Illinois 61801

INTRODUCTION

Try as they might, classroom teachers often do not have enough information at their fingertips to revitalize their lesson plans. They feel the urge to stimulate student learning with fresh teaching approaches, but they wonder how and where they can find the information. They need ready references without having to buy all the "how-to" books on the market. The ERIC database has responded to these needs for many years, offering access to the shared secrets of teachers, administrators, and educational researchers. Now, as part of a systemwide effort to provide information analysis products of current interest to particular users, the ERIC Clearinghouse on Reading and Communication Skills offers this compilation of teaching materials for writing instruction.

Designed to supplement the day-to-day planning, teaching, and evaluation activities of writing teachers at all educational levels, this compilation contains 711 citations chosen after careful review of documents that appeared in *Resources In Education* from 1966 to 1981. Annotations of articles from the *Current Index to Journals in Education* were not included. Since a document's selection for this bibliography was made on the basis of timeliness, teacher orientation, and nonrepetitiveness in relation to the other 1,358 documents reviewed, the omission of a document is not to be taken as a judgment of its quality. For the purposes of this bibliography, the term "teacher" represents both parents as the teachers of their preschool children and instructors of adults, young adults, children, and adolescents.

The classification scheme reflected in the Table of Contents, developed from staff recommendations and consultations with writing specialists, indicates the range of the ERIC database and the nature of the materials in the database. An index using terms from the *Thesaurus of ERIC Descriptors* provides another avenue of approach to the literature.

Knowing the diversity of teaching styles and teachers' wide-ranging interests and activities, we urge satisfied users of this compilation to return to the ERIC database for additional ideas.

Bernard O'Donnell
Director, ERIC/RCS

FOREWORD

The Educational Resources Information Center (ERIC) is a national information system developed by the U.S. Office of Education and now sponsored by the National Institute of Education (NIE). Through its network of specialized clearinghouses, each of which is responsible for a particular educational area, ERIC acquires, evaluates, abstracts, and indexes current significant information and lists this information in its publications, *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE)*. It provides ready access to descriptions of exemplary programs, research and development efforts, and related information useful in developing more effective educational programs. The ERIC system makes available—through the ERIC Document Reproduction Service—much informative data.

However, if the findings of specific educational research are to be intelligible to teachers and applicable to teaching, considerable bodies of data must be reevaluated, focused, translated, and molded into an essentially different context. Realizing this need, NIE has directed the separate ERIC clearinghouses to develop information analysis papers in specific areas within the scope of the clearinghouses.

In a further refinement of efforts at information dissemination, ERIC has begun to develop tools especially designed for classroom teachers in specific content areas. The annotated bibliographies that comprise these tools reflect a unique way of partitioning the ERIC database to provide teachers and their resource persons with direct and rapid aid for solving everyday problems.

We are pleased to announce, as part of the continuing series "Especially for Teachers," this publication of "ERIC Documents on the Teaching of Writing."

Robert E. Chesley
Head, ERIC

3/A

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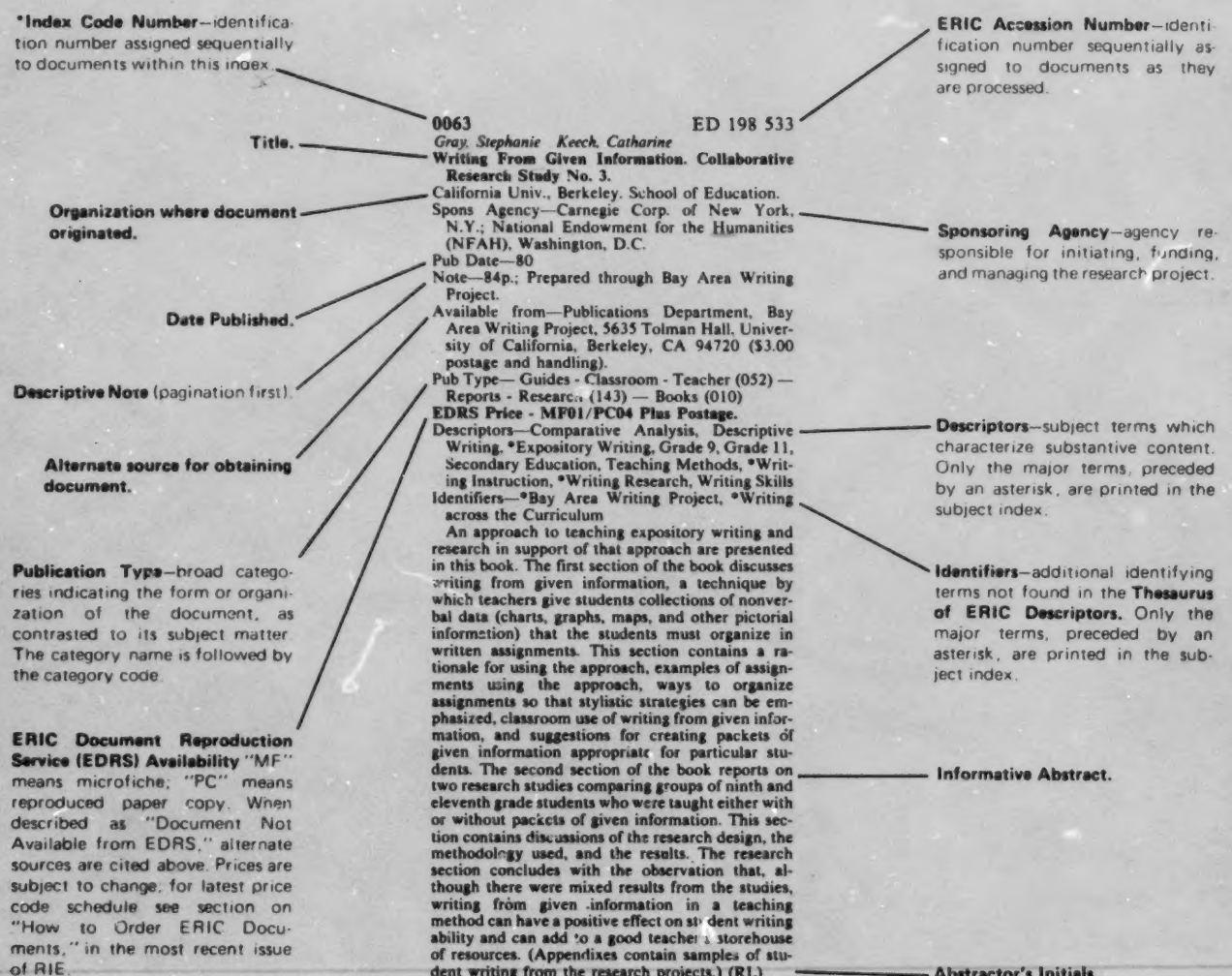
SAMPLE RESUME ENTRY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Pub Type— Guides - Classroom - Teacher (052) — Reports - Research (143) — Books (010)
Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.
EDRS Price - MF01/PC04 Plus Postage.
ERIC Document Reproduction Service (EDRS) Availability "MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.
Descriptors—Comparative Analysis, Descriptive Writing, *Expository Writing, Grade 9, Grade 11, Secondary Education, Teaching Methods, *Writing Instruction, *Writing Research, Writing Skills
Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.
Identifiers—*Bay Area Writing Project, *Writing across the Curriculum
Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors. Only the major terms, preceded by an asterisk, are printed in the subject index.
An approach to teaching expository writing and research in support of that approach are presented in this book. The first section of the book discusses writing from given information, a technique by which teachers give students collections of nonverbal data (charts, graphs, maps, and other pictorial information) that the students must organize in written assignments. This section contains a rationale for using the approach, examples of assignments using the approach, ways to organize assignments so that stylistic strategies can be emphasized, classroom use of writing from given information, and suggestions for creating packets of given information appropriate for particular students. The second section of the book reports on two research studies comparing groups of ninth and eleventh grade students who were taught either with or without packets of given information. This section contains discussions of the research design, the methodology used, and the results. The research section concludes with the observation that, although there were mixed results from the studies, writing from given information in a teaching method can have a positive effect on student writing ability and can add to a good teacher's storehouse of resources. (Appendixes contain samples of student writing from the research projects.) (RL)
Informative Abstract.
Abstractor's Initials.

*Index Code Numbers are used only within this index. They indicate chapter topic and are assigned sequentially. In the subject index the code numbers provide access points to the abstract in the main body of the index. Retrieval of documents by microfiche requires the ERIC Document (ED) number.

PREWRITING STAGE

STIMULI

0001 ED 199 715

Adams, Dale T.

The Use of Prose Models in Teaching Composition.

Pub Date—Oct 80

Note—11p.; Paper presented at the Annual Meeting of the Southwest Regional Conference on English in the Two-Year College (Austin, TX, October 9-11, 1980).

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Assignments, Classroom Techniques, *Expository Writing, Higher Education, *Models, Student Writing Models, *Teaching Methods, Two Year Colleges, *Writing Instruction

This paper offers a model to be followed by students completing a writing assignment. The model, designed originally for writing students at two-year colleges, prescribes the number of paragraphs and the content of each paragraph. Suggested topic assignments are offered, and an example of the use of the model is provided. Four steps are proposed for conducting writing assignments based on models that illustrate the aims and modes of discourse. These steps include assigning for outside reading an essay that follows the model, discussing in class the outside reading and some of the possible topics that might be used effectively with the form of the model, handing out the prescriptive model and the possible topics, and having the students read and discuss other students' essays on the same assignment (usually providing both acceptable and unacceptable examples). The final section of the paper defends the use of models in writing classes, listing four advantages of using the approach. (RL)

0002 ED 192 321

Lemrow, Lynne Lemrow, Joseph H.

Uses of Popular Culture in the Composition Classroom: No Apologies–No Regrets.

Pub Date—Feb 80

Note—12p.; Paper presented at the Annual Meeting of the Midwest Regional Conference on English in the Two-Year College (Kalamazoo, MI, February 14-16, 1980).

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advertising, *Comics (Publications), *Expository Writing, Higher Education, *Periodicals, Popular Culture, Reading Interests, Reading Materials, Recreational Reading, Secondary Education, *Teaching Methods, Writing Exercises, *Writing Instruction

Magazines and comic strips are two readily available cultural artifacts that can be used by expository writing teachers. Magazines are a particularly rich source of referential material for the composition classroom, offering examples of various prose styles and formal structures. One possibility for using magazines in writing classes is a four-part unit on magazine advertising that demonstrates Erving Goffman's views on how advertising reflects and reinforces male dominance and female submissiveness as normative behavior. The unit would include an introduction to Goffman's views, a workshop in which students examined material in Goffman's terms, a prewriting discussion of ways to share conclusions about the material, and the actual writing of expository essays. A unit on comics could discuss ideas such as distinguishing between the complexities of authorial intention and the psychology of reader response, making some attempt to differentiate between the cartoonist's intent and the rhetoric employed to convey it, and employing a standard descriptive vocabulary that accounts for the psychology of comics and the parts of a comic strip. (RL)

0003 ED 186 111

Stewig, John Warren

From Visuals to Words.

Pub Date—Apr 80

Note—19p.; Paper presented at the Annual Conference of the Midwest Association for the Education of Young Children (Milwaukee, WI, April 19, 1980).

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Elementary School Students, *Kindergarten Children, *Learning Activities, *Motivation Techniques, Primary Education, Teaching Methods, *Visual Aids, *Writing Exercises, Writing Instruction

This speech indicates how teachers can use visual materials in classrooms to promote writing by children in primary school. Five classroom tested motivating experiences discussed are: (1) adding words to wordless picture books, (2) writing about artist's paintings, (3) writing story lines from films, (4) comparing variant editions of the same story, and (5) making statements of preference. (Author/RH)

0004 ED 182 772

Mark, Sonia

The Magic of Motivation: Motivational Devices for Stimulating Young Writers.

Panama Union School District, Bakersfield, Calif.

Pub Date—Feb 80

Note—37p.; Paper presented at the Annual Meeting of the California Association of Teachers of English (22nd, Los Angeles, CA, February 15-17, 1980)

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Learning Activities, *Student Motivation, Teaching Guides, Teaching Methods, *Writing (Composition), *Writing Skills

This booklet contains ideas and prewriting exercises designed to motivate reluctant writers. The first section of the booklet provides suggestions for helping students become better acquainted so that they will be more receptive to peer evaluation of their work. The second section offers prewriting teaching techniques while the third section offers ideas for teaching some specific skills that are beneficial both in short, beginning exercises and in longer assignments. The fourth section provides a variety of ideas that have been used to motivate students in grades four through ten. The final section contains ideas for writing about holidays that were designed for use in grades four through six. Many of these ideas are tied to the use of bulletin boards as motivators, a technique that solves two problems–motivation and sharing students' work. (FL)

0005 ED 178 953

Smelser, Marjorie, Ed.

A Guide to Using Popular Culture to Teach Composition.

Wisconsin Univ., Madison. Dept. of English.; Wisconsin Univ., Madison. School of Education.; Wisconsin Univ., Madison, Univ. Extension.

Pub Date—79

Note—75p.; For related documents, see CS 205 097-100, CS 205 182, CS 205 240, CS 205 242, and CS 205 249

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Athletics, Comics (Publications), Elementary Secondary Education, Films, *Lesson Plans, Literature, Music, Newspapers, *Popular Culture, Radio, *Teaching Guides, Television, *Writing (Composition), Writing Skills

Identifiers—Wisconsin Writing Project

The purpose of this guide is to offer possible an-

swers to questions concerning popular culture that teachers might have and to offer suggestions on utilizing popular culture materials that are available. Lesson plans are presented using materials from advertising, newspapers, comics, film, television, popular music, radio, popular literature, sports, and a miscellaneous category including things that are part of a student's world. Included also is a bibliography of resource materials from each interest area. (AEA)

0006 ED 176 272

Smelstor, Marjorie, Ed.

A Guide to Using Models to Teach Writing.

Wisconsin Univ., Madison. Dept. of English.; Wisconsin Univ., Madison. School of Education.; Wisconsin Univ., Madison, Univ. Extension.

Pub Date—Sep 78

Note—87p.; For related documents, see CS 205 097-100 and CS 205 182

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Books, *Childrens Literature, Elementary Secondary Education, Guides, *Learning Activities, Mathematical Concepts, *Models, Reading Materials, Teaching Methods, *Writing (Composition), *Writing Exercises

Identifiers—Wisconsin Writing Project, Writing Across the Curriculum

One of a series of guides to the teaching of writing at the elementary and secondary levels, this publication focuses on teaching writing through models that introduce ideas, patterns, and styles through specific examples. The major portion of the publication describes learning activities, grouped into seven categories according to purpose: stimulating interest for writing; developing standards for writing; showing the relationship among writer, subject, and audience; showing main ideas and supportive evidence; showing idea order and connection; showing how precise observation leads to clear, concise wording; and showing how to draw conclusions and make judgments. Within each category, activities are further subdivided according to four age levels: kindergarten through grade three, grades four through six, middle school, and high school. Other sections of the publication suggest writing models for content areas other than English, present a brief overview of research on using models to teach writing, and provide lists of sources of activities for different grade levels, stories for young children that teach mathematical concepts, "repeater" books in which sentence patterns are repeated, and recommended readings to aid in the understanding of models. (GT)

0007 ED 174 999

Meyer, Bonnie J. F.

Research on Prose Comprehension: Applications for Composition Teachers.

Pub Date—Apr 79

Note—25p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type— Guides - Classroom - Teacher (052) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Descriptive Writing, Expository Writing, Higher Education, *Models, *Organization, *Reading Comprehension, Reading Research, Secondary Education, *Structural Analysis, *Writing (Composition), Writing Skills

Identifiers—*Schemata

Research shows that effectively used writing plans (models of text organization) promote understanding of messages and that students can learn to use these plans. Writing plans include overall plans (antecedent/consequent, comparison, description, and response), emphasis plans that highlight certain subtopics, and cohesion plans that refer to the rate at which new information is introduced and how to keep track of old information. Students learn these writing plans by examining magazine articles, advertisements, and other student compositions for their overall organization, subordination structure, signaling, and repetition of concepts. An occasional structural analysis of a writer's typical work also helps to evaluate that writer's overall writing plan and use of rhetorical relationships like emphasis and repetition. Since prose comprehension results from an interaction between the text and the reader's knowledge structures (schemata), distortions and confusions can occur when writers present readers with distorted or unfamiliar writing plans. On the other hand, writers can facilitate understanding of their work by matching appropriate writing plans to particular audiences. For example, with less proficient readers on an unfamiliar topic, several modifications in writing plans might be made, including explicit signaling of both the overall writing plan and the author's perspective, and using many identically worded, overlapping concepts. (RL)

0008 ED 174 998

Schechter, Harold Semeiks, Jonna Gormely

Patterns in Popular Culture: The Use of Popular Art in the Composition Course.

Pub Date—Apr 79

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Course Content, Higher Education, *Popular Culture, Student Interests, *Teaching Methods, *Writing (Composition), *Writing Exercises

Identifiers—*Archetypes

The popular arts are useful resources in college composition courses both because of their appeal for students and because they embody the fundamental patterns, or archetypes, found in myths, fairy tales, and classic literature. The nine basic archetypes examined in certain composition classes at Queens College (Flushing, New York) are the Shadow, the Trickster, the Temptress, the Good Mother, the Wise Old Man, the Helpful Animal, the Holy Fool, the Quest, and Rebirth. Students can find examples of such archetypes–for example, the Shadow, which is one of the easiest to recognize and to understand–in classic literature, television shows, myths, and popular songs. Students can participate in a variety of composition activities related to the popular arts, including studying and writing about language techniques employed in the popular arts, writing about situations involving their personal "shadows" (the sides of themselves that they fear and try to hide), discussing and writing about the "shadow" of the United States, writing about the portrayal in rock music of woman as Temptress, and writing short essays about the archetypal patterns in specific rock songs, fairy and folk tales, advertisements, comic strips, and myths. (GT)

0009 ED 168 030

Green, Ann

The "How" of Film and Composition.

Pub Date—78

Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*English Instruction, *Film Study, Higher Education, Secondary Education, Teaching Methods, *Visual Learning, Visual Literacy, *Writing (Composition), *Writing Skills

Film and writing each resolve quite differently the problem of how to communicate. Still, film can demonstrate some underlying principles that are helpful to writers, especially those writers lacking understanding or skill in certain writing principles. There are at least five principles that both film and composition portray: the importance of context and focus, organizational principles, effective emphasis both by repetition and by the amount of time/space given to a particular idea or quality, juxtaposition for contrast and comment, and the effectiveness of concreteness versus generalities. These concerns suggest only some of the possibilities for using film study to visually emphasize and illustrate composition principles with film equivalents. (RL)

0010 ED 161 061

McCreadie, Marsha

The Celluloid Critic and the Student of Composition.

Pub Date—78

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*English Instruction, *Film Criticism, Films, Higher Education, *Literary Criticism, *Literary Devices, Rhetorical Criticism, *Teaching Methods, *Writing Skills

Using great literature to clarify and to improve students' writing is like using the unknown-literature to explain the only slightly less unknown–the writing of compositions. An alternative is to study films to foster an awareness of technique, for films contain many of the same rhetorical and structural devices as literature. It is possible to focus attention in film discussions on devices also found in literature, such as theme, narrative organization of time and space, development and presentation of flat and round characters, point of view, use of mood and atmosphere, and symbolism. Specific films may be used to make the connection between film study and student writing, or clips and stills may accomplish the same purpose with less cost. In addition, film critics may be studied as students become aware of differences in critical schools, points of view, and styles of critical writing. (TJ)

0011 ED 161 047

Reece, Shelley C.

Ordinary Language Philosophy and Composition.

Pub Date—78

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*English Instruction, Higher Education, *Linguistic Theory, *Logical Thinking, Philosophy, Secondary Education, *Teaching Methods, *Writing Skills

One way to improve composition skills and to raise the level of interest in composition is by incorporating language philosophy into the composition process. That is, a teacher might use language games as a way of teaching writing. Such games include giving orders, describing an object, reporting an event, telling a joke, asking, thanking, cursing, or praying. A student might be asked to choose a language game and then describe it using analogies, asking questions, and using analytical techniques. This process will encourage students to develop their powers of reasoning and organization. (TJ)

0012 ED 155 727

Washton, Andrew D.

What Happens Next? Stories to Finish for Intermediate Writers.

Pub Date—78

Note—124p.

Available from—Teachers College Press, Teachers College, Columbia University, New York, New York 10027 ($4.95 paper)

Pub Type— Books (010)

Document Not Available from EDRS.

Descriptors—English Instruction, *Expository Writing, Imagination, Intermediate Grades, Junior High Schools, Learning Activities, Listening Skills, *Narration, *Student Motivation, *Teaching Methods, *Writing (Composition), *Writing Skills

Designed to stimulate reluctant writers in grades five through eight, these 40 uncompleted stories were written by a teacher who has used them with success in the classroom. The stories are arranged by length and complexity, and topics range from tales of childhood experiences to accounts of history, nature, and science fiction. A section addressed to the teacher offers ideas on how to use the stories in the classroom to evoke the maximum amount of imaginative response from the students. The techniques suggested include oral reading, dramatization, use of weekly spelling words, and related arts and crafts. Plot summaries of all of the

stories are also provided for the teacher's convenience. (MAI)

0013 ED 155 690
Paulson, Peter
Seven Methods for Helping College Freshmen to Find Theme Topics.
Pub Date—Mar 78
Note—8p.; Paper presented at the Annual Meeting of the Conference on English Education (16th, Minneapolis, Minnesota, March 16-18, 1978)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Freshmen, Descriptive Writing, *English Instruction, Expository Writing, Higher Education, *Teaching Methods, *Writing (Composition)
Seven methods for helping students find theme topics are presented in this document. The methods include the following: setting up a library browsing table of records, books, and criticism related to the work of literature that is being studied; permitting students to choose topics based on observation of the surrounding community or reactions to the mass media; providing a browsing hour in the college library or in a classroom filled with tape players, films, radios, books, and record players; and having students respond to a mock argument or develop free associations based on vague auditory or visual stimuli. (CC)

0014 ED 150 633
Haworth, Lorna H.
Figuratively Speaking.
Pub Date—Nov 77
Note—9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (67th, New York City, November 24-26, 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Creative Writing, Descriptive Writing, *Figurative Language, Imagery, Imagination, Intermediate Grades, Language Attitudes, *Metaphors, *Poetry, *Self Expression, Teaching Methods
This paper outlines a poetry program for fifth grade students that was intended to help children increase their awareness of their environment, bring order to their own experiences, and increase their sensitivity to the physical base of language. To measure change in the children's use of figurative language in prose writing, each child was asked at the beginning of the unit to write a description of one of two selected pictures. The teaching approach, aimed at stimulating children to compose original verse, was organized around three activities: (1) listening as the teacher read selected poems on familiar topics, (2) discussing the author's use of figurative language, especially simile and metaphor, and (3) composing original verses on the topic, with conscious use of simile and metaphor. At the end of the five week program, each child again wrote a composition describing the alternate picture from the pretest. Comparisons indicate that there was a significant increase in the use of figurative language after the poetry program. (MAI)

0015 ED 146 608
Pfatteicher, Philip H.
Indians, Deer, and Flowers: Ancient Poetry and the Composition Class.
Pub Date—77
Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—American Indians, *English Instruction, Greek Literature, Language Attitudes, *Literary Criticism, *Literature Appreciation, *Poetry, *Teaching Methods, *Writing (Composition)
This paper examines fragments of American Indian and Greek poetry and suggests that they be used in English composition classes as examples of the power of language. Because the poetry is brief and deceptively obvious, it invites careful examination of the expressive meaning of each word. It is concluded that, in an age when people are inundated with examples of both good and bad language usage, teachers can use poems from a past age to help students appreciate the opportunity for exploration, discovery, and understanding that effective literary composition provides. (RL)

0016 ED 144 052
Norris, Ruby Lee, Ed. Sange, Sally Harris, Ed.
Last But Not Least My Poem: An Exploration with Writers in the Classroom. Dialogue Series, Volume III.
Humanities Center, Richmond, Va.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date—77
Note—117p.; For Volumes I and II, see ED088050 and ED105456
Pub Type— Books (010)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Creative Writing, Elementary Secondary Education, English Instruction, *Literary Criticism, *Poetry, Poets, Teacher Workshops, Teaching Methods, Writing (Composition)
Identifiers—Elementary Secondary Education Act Title III, *Poets in the Schools
This book emerged from a Poetry in the Schools program which had two facets: teacher workshops and instruction by poets in elementary and secondary classrooms. Part one, "Poets and Teachers in Dialogue," describes major issues discussed in teacher workshops: keeping the imagination alive, writing as a way of discovery, exploration of language, poets' development as writers, writer as artist, and teaching strategies. Part two, "Students' Spontaneous Responses," presents poems written by students during classroom instruction. The poems are used to illustrate discussions of form, pattern, and design in poetry. Part three, "Students' Sustained Responses," deals with students' writing which resulted from participation in continuing workshops with poets. Some of these poems are presented in several versions, to show the kinds of changes poets may make when they revise. Ten poets participated in this Poetry in the Schools program: William Jay Smith, Kofi Awoonor, John Ciardi, Stephen Dunning, Tom Weatherly, Sylvia Wilkinson, Gloria Oden, Michael Mott, Sally Harris Sange, and Jeffrey Lorber. (GW)

0017 ED 137 724
Peck, Pauline C.
I Feel a Poem Coming On--Communicating With Children Through Poetry.
Pub Date—76
Note—21p.; Paper presented at the Annual Meeting of the IRA World Congress on Reading (6th, Singapore, August 17-19, 1976)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Language, Creative Expression, *Creative Writing, Elementary Education, Figurative Language, Haiku, *Literature Appreciation, *Poetry, *Teaching Methods
Children respond happily and spontaneously to poetry, their natural language and the simplest form of literature. This paper presents reasons for using poetry with children, discusses the nature of children's poetry and the people who write it, explores the times and the ways in which teachers should use poetry with children in the classroom. suggests poetry that may be used with visually oriented children, and proposes ways for stimulating children to write poetry. Examples of poetry which children enjoy listening to, as well as poetry they can write, illustrate the text. (JM)

0018 ED 136 274
Stewig, John Warren
Read to Write: Using Children's Literature as a Springboard to Writing.
Pub Date—75
Note—247p.
Available from—Hawthorn Books, Inc., 260 Madison Avenue, New York, New York 10016 ($9.95 cloth)
Pub Type— Books (010)
Document Not Available from EDRS.
Descriptors—Characterization, *Childrens Literature, *Creative Writing, Elementary Education, *English Instruction, Poetry, Teaching Methods, *Writing (Composition), *Writing Skills
This book describes a program designed to help children think about the writing process in order to express their ideas better in writing: to stimulate children's thought and to introduce them to forms of literature they might not ordinarily read, the teacher should read aloud to both primary and secondary level students at least 20 minutes every day. The program has been tested by teachers with the children in their classrooms, and samples of the children's writing illustrate the text. Topics of the chapters are children and writing, writing with and for the very young, characterization, description of settings, development of ideas about plot, using figurative language, poetry, and reshaping writing. A bibliography and an index conclude the book. (JM)

0019 ED 114 852
Pavlik, Katherine Bernice Payant
The Use of Visual Media and Popular Culture in Teaching English Composition.
Pub Date—75
Note—237p.; A.D. Dissertation, The University of Michigan
Available from—University of Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-29,162, MF $7.50, Xerography $15.00)
Pub Type— Dissertations/Theses - Undetermined (040)
Document Not Available from EDRS.
Descriptors—Course Content, Course Evaluation, Doctoral Dissertations, English Instruction, Higher Education, *Instructional Materials, Mass Media, *Multimedia Instruction, *Popular Culture, *Teaching Methods, *Writing (Composition)
There are many ways films, paintings, and photographs can be used in teaching freshman college composition courses. These materials illustrate such rhetorical principles as unity, use of detail, comparison, point of view, and metaphor. Similarly, popular culture such as advertisements, song lyrics, comics, newspapers, and magazines can illustrate rhetorical principles, especially the problem of audience-directed writing. To show the uses of these materials, this study analyzes many examples, suggesting topics for study and discussion. the proposed course combines suggestions taken from the literature relating to visual media and popular culture, and the results of several experimental courses in freshman composition taught at Northern Michigan University during 1973-75. Students reacted with enthusiasm to the courses, particularly praising the use of films and popular culture. A large majority gained a positive attitude toward writing, literature, and art in general. Sixty-five percent of the students felt their writing skills improved considerably as a result of taking one or more of these courses, although more research needs to be done on the effectiveness of using the mass media to improve writing. (Author/RB)

0020 ED 087 002
Games and Activities, Volume 1, Part B: Composition, Levels A-B (Grades 1 and 2).
Oregon Univ., Eugene. Oregon Elementary English Project.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-8-0143
Pub Date—72
Contract—OEC-0-8-080143-3701
Note—95p.; See related documents CS 200 969, CS 200 971-973, ED 078 446 and ED 075 824-ED 075 855
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Class Activities, *Curriculum Guides, Educational Games, Elementary Education, *Grade 1, *Grade 2, Language Arts, Oral English, *Speech Skills, Writing (Composition), *Writing Skills
Identifiers—*Oregon Elementary English Project
Developed by the Oregon Elementary English Project, this curriculum unit on composition games and activities is intended for grades one and two. Each lesson contains a sequence of teacher-directed activities intended to arouse children's interests, help them discover things they wish to say, and then

lead them to present their thoughts and feelings either orally or in writing. The first set of games explores the possibilities of constructing sentences with interesting adjectives, helping students hear and enjoy the sounds of our language, encouraging students to choose vivid, descriptive words, developing skills in telling a story sequentially and in forming complete sentences, and developing sensory awareness and imaginative thinking. The second set of activities helps students develop a background of experiences in thinking and speaking by providing for growth in oral language through stimulating class discussions, guided individual thinking and planning times, and opportunities to share oral compositions. The third set of activities involves writing experiences and is planned to complement the suggested composition activities. Most of the games are planned to be played in small groups and can profitably be played more than once. Flash cards are provided with some of the activities. (HOD)

0021 ED 036 531

Bissex, Henry

The Use of the Overhead Projector in Teaching Composition.

College Entrance Examination Board, New York, N.Y. Commission on English.

Pub Date—67

Note—10p.; Script of a kinescope produced by the Commission on English of the College Entrance Examination Board

Available from—College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540 (HC $0.35, prepaid)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Media, *English Instruction, *Overhead Projectors, Projection Equipment, *Teaching Methods, Writing (Composition), *Writing Skills

The overhead projector, used as a controllable blackboard or bulletin board in the teaching of writing, extends the range of teaching techniques so that an instructor may (1) prepare, in advance, handwritten sheets of film-test questions, pupils' sentences, quotations, short poems-to be shown in any order or form; (2) use pictures, graphics, or cartoons as subjects for creative composition; (3) write comments on a prepared text or a pupil's composition transferred to film; or (4) create diagrams or symbols to aid in the discussion of a composition. Although there are many advantages to an overhead projector, it is limited because only a short passage of a composition can be shown at one time, large print must be used, and the materials must be read line by line from the screen. However, the value of the overhead lies in the teacher's increased ability to control the visual content of his message without total reliance upon oral directions and repetitions. (JM)

0022 ED 032 342

Bell, Marvin

Poetry and Freshman Composition.

National Council of Teachers of English, Champaign, Ill.

Pub Date—Feb 64

Note—5p.

Journal Cit—The Journal of the Conference on College Composition and Communication; v15 n1 p1-5 Feb 1964

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Freshmen, Creative Writing, Curriculum Enrichment, *English Instruction, Instructional Innovation, Literary Criticism, Literature Appreciation, *Poetry, Student Writing Models, *Teaching Methods, Writing (Composition), *Writing Skills

Contemporary poetry can be of value in the study of composition as a model of careful, concise, and effective use of language. Students can observe and, hopefully, imitate the poet's precise use of (1) vocabulary, (2) supporting materials, (3) introductions and conclusions, (4) transitional words and phrases, and (5) a variety of types of diction and of styles. The comparison of poetry and composition may lead students to believe that creative writing and composition are not necessarily separate pursuits. The works of several poets and a few anthologies are recommended for use in the classroom, and two poems and one short piece of fiction are briefly analyzed as examples. (WB)

0023 ED 031 496

Golub, Lester S.

A Model for Teaching Composition.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Pub Date—Feb 69

Note—13p.; A paper presented at the annual meeting of the American Educational Research Association, February 5-8, 1969, Los Angeles, California.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Creative Activities, Creative Expression, Creative Writing, *English Instruction, Secondary Education, *Speech Communication, Teaching Methods, *Teaching Models, Verbal Stimuli, Visual Stimuli, *Writing (Composition), Writing Skills

The primary goal for teachers of English composition is to help students achieve a competent oral and written style compatible with their own environment, age, sex, and socioeconomic background. To help students express their thoughts and perceptions clearly and logically, teachers should (1) exhibit a positive attitude toward writing; (2) provide a variety of stimuli for written and oral expression, such as photographs, movies, student narration , works of art, or current social problems; (3) accompany the stimuli with problems devised to generate creative thinking; (4) give students every opportunity to participate in oral and written language experiences through discussion in the classroom; and (5) utilize oral discourse as a means to improve written composition. The key factor in improving student writing is oral discussion. In an experiment with 112 ninth-graders divided into two groups, those who took part in oral language activities showed improvement in written composition over those who did not at the .01 level of significance. (MP)

0024 ED 031 477

Stern, Adele H.

Using Films in Teaching English Composition.

Pub Date—May 68

Note—5p.

Journal Cit—English Journal; v57 n5 p646-49 May 1968

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audiovisual Aids, *English Instruction, Figurative Language, Films, *Film Study, Literary Criticism, *Literary Devices, Secondary Education, Teaching Methods, *Writing (Composition)

The use of films in the classroom can help motivate students not only to write but also to consciously employ literary techniques. A film offers visual and audio parallels for conventions traditionally associated with writing, such as metaphor, plot, theme, point-of-view, dialect, satire, and imagery. Since these film conventions can be directly transferred to writing, students who are able to comprehend film composition are better able to understand the techniques involved in skillful literary composition. (A list of films for stimulating written composition is included.) (MP)

0025 ED 026 882

Sohn, David A.

Films with Few Words; A Multi-Sensory Approach to Writing, Reading, and Discussion.

Pub Date—Feb 69

Note—6p.

Available from—North American Publishing Co., 134 N. 13th St., Philadelphia, Pa. 19107.

Journal Cit—Media and Methods; v5 n6 p45-50 Feb 1969

Document Not Available from EDRS.

Descriptors—*Films, Observation, Secondary Education, Teaching Methods, *Visual Perception, Visual Stimuli, *Writing (Composition)

Concerned with the need to offer high school students organized practice in observing visual stimuli and writing about what they see, the author offers an annotated list of short films with little dialogue and narration that can conveniently be used in the classroom for teaching observation through the moving image. (LS)

0026 ED 026 365

Use of Literary Models in Teaching Written Composition, Grades K-6.

Georgia Univ., Athens. English Curriculum Study Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0365

Pub Date—68

Contract—OEC-4-10-017

Note—146p.

Available from—English Curriculum Study Center, 312 Baldwin Hall, Univ. of Georgia, Athens, Georgia 30601 ($2.50).

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Elementary Education, *English Instruction, Figurative Language, Instructional Materials, Learning Activities, Literature Guides, *Models, Sequential Approach, Story Reading, *Teaching Guides, Teaching Methods, Writing Exercises, Writing Skills

Identifiers—*Project English, University of Georgia

This compilation of resource materials for the teaching of written composition in grades K-6 is based on the assemptions that the desire to write frequently results from the enjoyment and stimulation derived from reading what another has written; that children's literature offers the pupil contact with master writers; and that this contact may be systematically encouraged and developed by the teacher. Chapter 1 explains the function of structure in written composition. An extensive second chapter cites and discusses 15 children's literature selections divided among units for two educational levels (K-3 and 4-6) and for advanced students. Children's expected achievement levels, objectives, and suggested learning experiences are given for each selection. Chapter 3 contains two illustrations of the use of literary models: the first illustration presents 12 sample lessons for fifth-grade children, and the second is comprised of items from a test on understanding figurative language used experimentally with 145 sixth-grade children. An annotated bibliography of books for children concludes the volume. (LH)

0027 ED 023 699

Jumper, Will C.

Literature as a Source for Themes.

Iowa State Univ. of Science and Technology, Ames.

Spons Agency—Iowa State Univ., Ames, Iowa.

Note—3p.

Journal Cit—Iowa English Yearbook; n11 p29-31 Fall 1966

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Programs, English, *English Instruction, *Literature, Secondary Schools, *Teaching Methods, *Writing (Composition), *Writing Exercises

The importance of formulating a good theme topic is discussed, and a brief definition of a successful topic is provided. The major portion of the article consists of suggestions on how to use literature as a source for 11 different types of themes. These suggestions may be adapted to any age level. (BN)

WARMING UP

0028 ED 198 537

Johnson, Sabina Thorne

Inventio or Discovery: Some Reflections on Prewriting. National Writing Project Occasional Paper No. 1.

California Univ., Berkeley. School of Education.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—80

Note—22p.

Available from—Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 ($2.00 postage and handling).

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College English, *Creativity, *Discovery Processes, Higher Education, *Prewriting, Rhetoric, Teaching Methods, *Writing (Composition), Writing Instruction, *Writing Processes

Identifiers—*Invention (Rhetorical), National

Writing Project

Prewriting involves the entire period of time (and necessary activities) which expands between knowing that one is going to write on something and knowing that one has found something specific and substantial to say about it. In classical rhetoric, prewriting is expressed by such terms as "inventio" (whereby the writer discovers ideas to write about) and "topoi" (the general probes or a series of questions one might ask about a subject in order to discover things to say about that subject). An intellectual approach to prewriting depends upon a formal set of questions, the equivalent of classical topoi. The intuitional approach, on the other hand, seeks to generate ideas by forcing the writer to dredge up from the subconscious the impression of the material that is stored there. There is some confusion of whether prewriting processes should be linear or alinear, sequential of simultaneous, methodically imposed or organically generated. Proponents of the intellectual approach would make the first choice in each instance. However, there is no real order for creativity–it just happens. Teachers of writing can and should come to understand a great deal about composing through careful observation, introspection, contemplation, and reflection. For what teachers of writing need, but have not had, is a reservoir of wisdom and sophistication about writing upon which to draw. (HOD)

0029 ED 194 900

Chaplin, Miriam T.

What I Write Is Who I Am.

Pub Date—Mar 80

Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), College English, Concept Formation, *Educational Principles, Higher Education, *Individual Development, *Self Concept, *Writing Instruction

If individuals react to realities in the environment in accord with societal norms, instructional strategies in writing must be devised with the learner in mind. Teachers of writing must be interested in the social realities surrounding their students as well as the level of intuitive development attained by them. Opportunities should be provided for groups of students to solve verbal problems in the classroom, for this will enhance their abilities to conceptualize personal ideas. Small and large group discussions prior to the completion of a writing assignment will allow students to test their hypotheses as they seek verifications. As the students' reactions to external events change as their perspectives change, teachers should ask the same questions and give the same assignments more than once. Too, if human beings have a creative capacity to represent reality to themselves, writing is a behavior which allows a part of the word to become a part of the personality. The fluid relationship between students' personalities and environmental realities is the ingredient which elaborates their perceptions as it creates an interplay between subjective and objective thought. (HOD)

0030 ED 192 360

Ewerts, Eldonna L.

A Thousand Topics for Composition (Elementary Level) Plus Practical Ideas and Strategies for Teaching. Second Edition.

Illinois Association of Teachers of English, Urbana.

Pub Date—80

Note—50p.; The Illinois Association of Teachers of English is an affiliate of the National Council of Teachers of English.

Journal Cit—Illinois English Bulletin; v68 n1 Fall 1980

Pub Type— Guides - Classroom - Teacher (052) — Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Education, *Motivation Techniques, *Teaching Methods, *Writing (Composition), *Writing Exercises, *Writing Instruction, Writing Skills

This journal issue provides topics and methods that elementary school teachers can use in writing instruction. The first part of the bulletin describes the nature of the composing process, the types of writing that elementary students produce, and an analysis of teaching strategies. These comments speak to the classroom teacher and reflect recent research as well as concerns and insights by respected authorities on composition. Suggestions are given for establishing and encouraging a classroom atmosphere conducive to creating a good writing program. Part two of the bulletin lists more than 1,000 topics for composition that are addressed to the pupil under the following headings: the writer's world (impressions, thoughts, values, etc.), characterization, narration, imaginative writing, play writing, reporting, and miscellaneous. Part three offers the teacher practical suggestions and motivational techniques for bringing composition into the elementary school curriculum. (RL)

0031 ED 185 840

Thara, Susie

The Person and the Process in the Product; a Focus on the Teaching of Writing.

Central Inst. of English and Foreign Languages, Hyderbad (India).

Pub Date—74

Note—12p.

Journal Cit—CIEFL Bulletin; v10 p36-46 1974

Pub Type— Reports - Research (143) — Guides - Classroom - Teacher (052) — Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, *English (Second Language), Expressive Language, Language Experience Approach, *Language Usage, *Second Language Instruction, Second Language Learning, *Student Experience, Teacher Role, *Teaching Methods, *Writing Instruction, *Writing Skills

A method is described for teaching writing to students for whom English is nearly a "first" language by virtue of the nature and circumstances of their use of it. The basic tenet of the approach is that the student can only learn to write well if he has a belief in himself and in the value of his own responses. To write well, the student must grapple with aspects of the language in direct relation to what he has to say. The writer is directed to express feeling and thought on a level of actual experience, not an abstract one. The teacher can help by: (1) suggesting ways to select and order the experiences of the student, and (2) discussing his use of the language in relation to his content. Traditional prescriptive models of writing are concerned with the initial set of rules of the language and with the end product. However, this approach is concerned with the personal and social functions of language as well as with the selection, ordering, and extension of experience and language. Samples and analyses of student writing illustrate the point. (PMJ)

0032 ED 184 138

Sherer, Terry And Others

A Thousand Topics for Composition (Secondary Level). Fourth Edition.

Illinois Association of Teachers of English, Urbana.

Pub Date—80

Note—34p.; The Illinois Association of Teachers of English is an affiliate of the National Council of Teachers of English.

Journal Cit—Illinois English Bulletin; v67 n3 Spr 1980

Pub Type— Guides - Classroom - Teacher (052) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Assignments, Course Content, Secondary Education, *Writing (Composition), *Writing Exercises, *Writing Instruction

The 1,175 composition topics that appear in this special edition of the "Illinois English Bulletin" are suggested as possibilities for high school student writing assignments. After a brief statement about how secondary English teachers might use the topics in their classes, the topics are categorized by subject matter and types of composition. The categories include personal reminiscences and reactions, the familiar essay, the character sketch (types and individuals), themes of description/classification, processes, comparison and contrast, the school, farming, religion, the arts and entertainment, sports, science, persuasive exposition, argumentative exposition, "what if," some different types of reading activities, writing about literature, and topics for impromptu writing. (RL)

0033 ED 177 564

Lynch, Daniel J.

The Paradoxes of Freedom: A Thematic Approach to Teaching a Compulsory Composition Course to a Multi-Ethnic Student Population.

Pub Date—Mar 79

Note—9p.; Paper presented at the Annual Meeting of the College English Association (Savannah, Georgia, March 22-24, 1979)

Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Community Colleges, English Instruction, *Expository Writing, Higher Education, Individual Development, *Individual Power, Philosophy, *Teaching Methods, *Thematic Approach, *Writing (Composition)

A composition teacher at a New York City community college where cooperative education is stressed found that focusing the writing of his multiethnic students on the theme of freedom helped them look at their lives differently, revealing the contradictions involved in their beliefs, ideals, and prejudices. The course began with a discussion of freedom in classroom situations, noting the restrictions that the students readily accepted in exchange for education. This discussion led to an argument essay on the compatibility of freedom and disciplined studies. The next essay was on cause and effect, following a reading of B.F. Skinner's "Walden Two" and class discussion of the events that led to the students enrolling in college. After reading W.E.B. DeBois' comments on work as satisfaction, the students wrote essays in which they defined a job they considered desirable and explained why they would find it satisfying. Then the teacher assigned readings from "The Essentials of Zen Buddhism" by D.T. Suzuki, leading to a comparison essay in which the students contrasted their visions of the future with Buddhist views. The end results were students responding to new concepts and perspectives with written works that had substance, immediacy, and vigor. (RL)

0034 ED 175 011

Mersand, Joseph

The Magic Ingredient in the Teaching of Written Composition: Prelude, Theme, and Variations.

Pub Date—Sep 78

Note—12p.; Paper presented at the Annual Meeting of the New York State English Council (28th, Rochester, New York, September 21-23, 1978); Not available in paper copy due to marginal legibility of original document

Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*English Instruction, Secondary Education, *Teacher Effectiveness, *Teaching Methods, *Writing (Composition), *Writing Skills

Perhaps because writing is a comparatively recent development in human history, it is more difficult to teach than any other aspect of communication. It is essential in teaching writing to enlist the interest and the pleasure of the pupil. Some ways to do this include: preceding the writing process with speaking and listening, providing for individual differences in interest and ability, providing as many enriching experiences as possible in and out of the classroom, discussing anything in the news that will interest the class, giving sufficient time for gestation of an idea, and allowing opportunities for sharing written work. Some principles of evaluation include doing it on a one-to-one basis, giving positive encouragement, looking for only a few errors at a time, having students judge each other's work, emphasizing content over mechanics, inspiring students' pride in their work, and rewarding excellence in writing as excellence is rewarded in other fields. The surroundings for good writing may be created by making the room as attractive as possible, providing alcoves for those who like to be alone while writing, and providing proper reference books. An effective writing teacher must grow with the subject by keeping up in reading and by participating in professional organizations. (TJ)

0035 ED 161 039
Behrens, Laurence
The Only "Pre-Writing" That Counts--Motivation.
Pub Date—78
Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—English Instruction, Higher Education, *Learning Motivation, *Prewriting, *Role Playing, *Student Attitudes, *Teaching Methods, *Writing (Composition), *Writing Skills
One does not teach writing, one learns writing which is to say that the role of the teacher is to help the student learn by actually writing. However, crucial to writing is the preparatory step with which the teacher can help: motivation. That is, students who know why they are writing and to whom they are writing can write with an intensity not otherwise likely. A variety of role-playing tactics can be used in a composition class to help the student prepare to write. An assignment can be made as if the student were writing to his or her immediate supervisor justifying the existence of his or her job within a company. The student may pretend to be composing a mailer to a disinterested person asking that person for funds for a charitable society or to resubscribe to a magazine. He or she may pretend to be a politician defending a position, or a teacher recommending one textbook over another, or an applicant writing a personal statement to a personnel director, or any of a number of other roles which require some awareness of the motive of the writer and of the concern of the audience. This role-playing helps the student by creating that most important of all writing components, motivation. (TJ)

0036 ED 157 094
Murray, Donald M.
Write before Writing.
Pub Date—[78]
Note—13p.; Study prepared at the University of New Hampshire
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Creative Writing, English Instruction, *Prewriting, *Productive Thinking, Secondary Education, *Student Motivation, *Writing (Composition), *Writing Skills
Students who are not writing, or not writing well, may have a second chance to do so if they are able to receive the counsel of published writers to write before writing. These students should be told of the importance of prewriting. Most writers need time to wait for ideas to formulate. In this preparatory stage, writers feel four pressures that move them forward: increasing information, increasing concern, a waiting audience, and an approaching deadline. The writer spends much of this preparatory time in rehearsal. During the rehearsal process the experienced writer perceives signals which tell him or her how to control a subject to produce a working first draft. There seem to be eight principal signals to which writers respond: genre, point of view, voice, news, line, image, pattern, and problem. This prewriting process is largely invisible; it takes place within the writer's head or on scraps of paper that are rarely published. It must be understood however that such a process indeed takes place, that it is significant, and that it can be made clear to the student. (JF)

0037 ED 155 702
Tripp, Janice A.
An Introduction to Tagmemic Invention.
Pub Date—78
Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication (Thought Transfer), *Creative Writing, Language Research, *Productive Thinking, Structural Analysis, *Tagmemic Analysis, *Writing (Composition), *Writing Skills, Written Language
Identifiers—Heuristics
Tagmemic invention offers a student several ways of decreasing the unfamiliarity of the early stages of writing. The process of inquiry and the heuristic devices provide the orientation and tools for dealing with new writing tasks with increased confidence and likelihood of success. In the theory of tagmemic rhetoric, language behavior and problem-solving activity are held to be features recurrent in all writing, and tagmemic invention makes use of this theory by illuminating one's own writing habits for possible alteration and by increasing the efficiency of one's own inventional skills. The theory is loosely segmented into four stages of inquiry: preparation, incubation, illumination, and verification. There are three inventional heuristic categories: strategies for the analysis and articulation of problems, the systematic exploration of a subject, and the testing of a solution for its soundness. Formal testing of tagmemic invention in the classroom has confirmed that it develops students' inventional skills with benefits to the overall quality of their writing. Through the use of heuristics as a means of intervening productively at crucial stages in the writing process, students can learn to enhance their natural writing capacities. (DF)

0038 ED 154 413
Tripp, Janice A.
Invention in Technical Writing.
Pub Date—Apr 78
Note—15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Creative Writing, Expository Writing, Higher Education, *Research Reports, Rhetoric, *Teaching Methods, *Technical Writing, Writing Exercises, *Writing Skills
Identifiers—*Invention
In technical writing classes writing can come alive to students, because in such classes students are knowledgeable about their subjects and can simulate writing to real audiences in business and industry rather than only to teachers. Students practice writing within determined and specified formats and to a standard style in response to problematic situations within an organizational hierarchy. Such "real world" writing demands much of both student and instructor, so that the teaching of invention is required accompanied by practical strategies for idea generation to restore an explicit concern with thinking to the teaching of writing. Inventional activities should not only provide the writer material with which to write and a way to write about it, but also promote writing that is clearer and more coherent because of the practice of invention. In real circumstances, inventional strategies will be recast to a form that meets a writer's needs. The student is given a full set of inventional strategies within a full rhetorical frame to give them meaning, and this provides her or him with a systematic method of using language as a means of inquiry. (DF)

0039 ED 145 418
Pettigrew, B. Joye
Motivating Students to Write: Community Study.
Pub Date—Mar 77
Note—18p.; Paper presented at the Annual Meeting of the Conference on English Education (15th, Knoxville, Tennessee, March 24-26, 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Study, *English Instruction, Family Environment, *Local History, Older Adults, Secondary Education, *Student Motivation, *Teaching Methods, *Writing (Composition)
Identifiers—Foxfire
This paper describes two activities used in a course that implemented the "Foxfire" approach for studying the local community of Rock Hill, South Carolina. The first activity, a unit on the family, encouraged discussion of students' families, presented poems exploring the details of family experience, and provided the opportunity for students to compose character sketches and poems. The second activity, based on students' interviews of old people at the local senior citizens' center, resulted in written compositions about the experience. Examples of students' poems and their written interviews with senior citizens are included. (KS)

0040 ED 031 468
Larson, Richard L.
Training New Teachers of Composition in Administering Theme Assignments.
Pub Date—68
Note—6p.
Available from—Department of English, Colorado State Univ., Fort Collins, Colorado 80521 (Subscription rates: 1 year, $3.00; $1.00 a copy)
Journal Cit—Journal of English Teaching Techniques; v1 n3 p1-5 Fall 1968
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Assignments, Critical Thinking, *English Instruction, Motivation Techniques, Student Evaluation, Student Motivation, *Teaching Methods, *Writing (Composition)
A teacher's careful planning and administering of writing assignments can help stimulate the student's desire to write well. In planning assignments, teachers should have an overall view of the structure of the course, know what can reasonably be expected of the students, find topics close to the students' interests and experiences, encourage independent observation and thinking, and analyze the demands made by a proposed assignment. Instructions to students should specifically define the subject of the paper and its scope, specify an audience for the students to address, contain precise verbs, and be double-checked for clarity, precision, and economy. When presenting the assignment, the instructor should identify for students the major problems they will face in writing the assignment, allow time for class discussion of the assignment and ways of approaching it, and tell the students which features of their work will be evaluated. (SW)

0041 ED 025 537
Larson, Richard L.
Discovery Through Questioning: A Plan for Teaching Rhetorical Invention.
National Council of Teachers of English, Champaign, Ill.
Pub Date—Nov 68
Note—9p.
Available from—National Council of Teachers of English, 508 S Sixth St., Champaign, Ill. 61822 (as a reprint bulletin entitled "Writing: Voice and Thought")
Journal Cit—College English; v30 n2 p126-34 Nov 1968
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—English, *Higher Education, *Questioning Techniques, *Rhetoric, *Student Needs, Teaching Methods, Writing Skills
A discussion of how to teach rhetoric emphasizes the student's need to discover the content of a piece of writing. Thus, what is needed in teaching is a plan which draws attention to the experience first and then to the task of communicating effectively. Such a plan for teaching rhetorical invention is outlined and discussed. The outline consists of seven groups of questions which teachers might train students to use. The discussion suggests the value of a design for questioning and the types of student evaluation which may be evoked from the questions. (BN)

0042 ED 019 264
BUCHAN, VIVIAN
PRIMING THE PUMP AND CONTROLLING THE FLOW.
Pub Date—JAN67
Note—6P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication Problems, Communication Skills, Critical Thinking, Deduction, *English Instruction, Induction, *Logical Thinking, Productive Thinking, Secondary Education, Secondary School Students, *Teaching Methods, *Writing (Composition), Writing Skills
THE BEGINNING WRITER NEEDS BOTH ENCOURAGEMENT AND DIRECTION. ONCE A STUDENT, NONVERBAL OR FLUENT, HAS EXPRESSED AN OPINION, SIGNIFICANT OR TRIVIAL, THE PUMP CAN BE PRIMED BY ASKING HIM "WHY," AND HIS FLOW OF "BECAUSES" CAN BE CONTROLLED BY CHANNELING THEM INTO A

SIMPLE PATTERN. THE NONVERBAL STUDENT IS ENCOURAGED TO WRITE WHEN HE LEARNS THAT A SIMPLE OPINION CAN BE SPECIFICALLY SUPPORTED AND DEVELOPED INTO AN ACCEPTABLE THEME. THE BRILLIANT STUDENT MUST LEARN TO ASK HIMSELF "WHY" AND THEN TO CONTROL HIS "BECAUSES" TO KEEP HIS IDEAS FROM INUNDATING HIS THEME. THIS APPROACH TO THINKING AND WRITING WILL NOT ONLY AID STUDENTS IN WRITING, BUT WILL ALSO CARRY OVER INTO OTHER SUBJECTS AND THE EVALUATION OF PROPAGANDA. MOREOVER, THE "WHY" AND "BECAUSE" PATTERN ENABLES TEENAGERS TO REALIZE THAT VALID AND RELEVANT REASONS ARE IMPORTANT IF THEIR IDEAS ARE TO BE ACCEPTED BY THE THINKING PERSON. (THIS ARTICLE APPEARED IN THE "ENGLISH JOURNAL," VOL. 56 (JANUARY 1967), 109-113.) (MM)

INQUIRY

0043 ED 196 046

Mettelka, K. A.

Rhetorical Strategies in Composition and Creative Writing.

Pub Date—Nov 80

Note—8p.; Paper presented at the Annual Meeting of the Midwest Modern Language Association (22nd, Minneapolis, MN, November 6-8, 1980).

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *Creative Writing, English Instruction, Higher Education, Imagination, Rhetoric, Writing (Composition), *Writing Exercises, *Writing Instruction, *Writing Processes

Identifiers—*Heuristics, *Invention (Rhetorical)

Frequently, writing students are so concerned with correct grammar and mechanics that their essays are stilted and dry. Their writing is further hampered by rhetorical formulas that describe what the structure of the essay should be when it is finished but not how to go about writing it. Can poetic invention strategies help produce better essays? Possibly, in that they focus on getting the writer started rather than on the finished product. The divisions of classical rhetoric refer to discovering in the universe outside, while poetic heuristics focus on the writers making discoveries that are both within their experiences and part of the world outside. Teachers can guide their classes through group exercises to instigate this discovery. The crucial characteristic shared by such exercises is a well-defined, easily apprehended structure that needs completion. For example, a teacher might set up a "now/then" or "it seemed to be/but really is" dichotomy. This kind of structure takes the pressure off of student writers by allowing them to focus on details. The creative writing exercise can add to traditional rhetoric by recognizing that imagination is a faculty that can be developed. (HTH)

0044 ED 188 165

Stratman, James F.

Student-Created Heuristics and Writing Inquiries.

Pub Date—Mar 80

Note—33p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Higher Education, Instructional Materials, Secondary Education, *Student Developed Materials, Student Interests, *Student Participation, Student Role, *Writing (Composition), *Writing Instruction, *Writing Processes

Identifiers—Heuristic Methods, *Heuristics

The first section of this paper addresses the question of whether composition teachers should present heuristic models for students to assimilate or should attempt to elicit directly from students the tacit heuristics they already use. It suggests that creating heuristic models in the classroom has the advantage of teaching cooperative inquiry, and it describes how such models can be evoked directly from students. The second section provides a brief review of the literature on evaluating heuristic procedures, with emphasis on J. Lauer's concept of "metatheory." Discussed Lauer's three evaluation criteria of transcendency, flexible direction, and generative power. The third section describes a classroom experiment in which the composition instructor attempted to elicit heuristic models from students, using an inquiry approach that involved the following procedures: (1) range-finding, (2) categorizing questions, (3) defining categories and purpose, (4) comparing student categories, (5) sampling questions, (6) presenting new information, and (7) redefining categories and purpose. The last section concludes that teachers should be concerned less with trying to teach students the invention process and more with utilizing their own inventiveness in staging inquiries. (AEA)

0045 ED 184 125

Raimo, Angelo M.

Three to Get Started: Story Writing as a Collaborative Effort.

Pub Date—[79]

Note—8p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Creative Writing, Elementary Secondary Education, *Group Activities, Language Skills, Learning Activities, *Short Stories, *Teaching Methods, *Writing (Composition), *Writing Instruction

To get students started in story writing, teachers can divide them into groups and ask each group to create a story from a plot provided by one student, a character provided by another, and a setting provided by a third. In preparation for this activity, the teacher should instruct students in the development of the story elements of plot, characterization, setting and time period, providing relevant writing practice after the discussion of each element. When students have become proficient in preparing story elements, each student is asked to write a description of either a plot, character, or setting; they are then grouped into appropriate triads and are asked to combine their three diverse elements to create a story. Variations involve students in writing stories based on elements drawn randomly from previously prepared collections or on one element supplied to the class as a whole and two elements drawn individually from collections. After stories have been written, comparisons and contrasts may be made. Among the benefits of this technique are that divergent thinking and originality are rewarded, self-initiated activity is fostered, democratic processes are used, and provision is made for the acquisition of numerous language arts skills. (GT)

0046 ED 177 585

Tibbetts, Charlene

List-Making and Categorizing: The Neglected Step in Classification. Development Report Number 3.

Illinois Univ., Urbana. Curriculum Lab.

Pub Date—Oct 79

Note—15p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classification, *English Instruction, Secondary Education, *Teaching Methods, *Writing (Composition), *Writing Skills

A necessary but neglected step in teaching classification to inexperienced writers is list making and categorizing. Learning that step gives the untrained writer practical experience in learning that a good writer classifies for a purpose and that a relationship exists between the evidence, the categories, the outline, the paragraph, and the whole paper. Seventh grade students have a difficult time classifying using broad abstractions and categories that are grammatically parallel. Some lessons in list making and categorizing include: listing and categorizing in teacher-made categories the nouns in "The Walrus and the Carpenter"; listing and categorizing in student-made categories the nouns in "The Copperfaces, the Red Men" by Carl Sandburg; doing a series of lessons on horizontal and vertical classification taken from "The Difficult Learning Project" and from a rhetoric textbook; and doing a series of speeches and essays based on classification of hobbies and on the reading of literature. From these lessons, students learn that lists and categories can help in understanding literature better, learn to recognize the relationship between items in lists and categories, learn how important language is in classifying, and learn to organize their writing better. (TJ)

0047 ED 177 563

DeGeorge, James M.

Cultural Heuristics: Topics of Invention Based on Human Behavior.

Pub Date—Apr 79

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Patterns, Discovery Learning, *Divergent Thinking, Higher Education, *Inquiry, Prewriting, *Productive Thinking, *Questioning Techniques, Secondary Education, Teaching Methods, *Writing (Composition)

Identifiers—*Heuristics

Heuristic models help writers recall information, sometimes revealing unique combinations of information in ways not conceived previously. This makes heuristics a valuable technique for helping beginning writers generate writing ideas. Observing that all culture is communication, Edward Hall has organized Primary Message Systems (PMS), a framework of ten anthropological modes that can be adapted to produce new connections latent in a subject matter. The PMS include interaction, association, subsistence, bisexuality, territoriality, temporality, learning, play, defense, and exploitation. Once writing students are familiar with the PMS definitions and questions, they can probe their imaginations to extract concrete subject matter for their compositions. When the students find that certain PMS generate more information than others, they can concentrate on these particular PMS to make hybrid questions for generating more specific information, focusing attention on particular topics, or eliciting unique approaches to traditional topics. This last point does not mean that PMS is an organizing procedure that produces fully defined topics or outlines of composition; but PMS is a prewriting activity that should help students collect a great deal of writing material. (RL)

0048 ED 176 264

Smith, Douglas Bradley

Theory in the Classroom: Teaching Heuristics as Cognitive Goals.

Pub Date—May 79

Note—16p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (12th, Ottawa, Canada, May 8-11, 1979)

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Theories, Higher Education, *Rhetoric, Secondary Education, *Teaching Methods, *Writing (Composition)

Identifiers—*Heuristics

A review of rhetorical techniques and behavioral and cognitive goals in the composition classroom leads to the conclusion that the center of rhetoric is invention. An analysis of heuristics in contemporary rhetoric demonstrates several benefits to the rhetor: first, a heuristic provides a structure on which to hand a vision of the range of solution historically or logically associated with the problem being addressed; second, it allows its user to select narrower categories of the vision it suggests; third, it allows the writer to attend selectively to the categories, assessing separately the relevance of the associations each category evokes to the anticipated unknown content; fourth, it allows the writer to segment the problem, selecting which aspect to pursue further, or which to pursue now and which later. A metaphor or analogy in an essay is a heuristic which functions as a generator; a heading or subheading in a technical report functions as a selector. Although heuristics lend themselves to being taught badly, teachers should present them as abbreviated conceptual frameworks rather than as sets of magical operations; as means, not ends; as cognitive, not behavioral. A heuristic as a set of procedures gives practice in the application of a well-founded scheme of perception to a particular rhetorical situation. (AEA)

0049 ED 163 512
Bridges, Charles W.
Invention Beyond Prewriting: The Role of Invention throughout the Composing Process.
Pub Date—78
Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Higher Education, *Rhetoric, Secondary Education, *Teaching Methods, Theories, *Writing (Composition), *Writing Processes, *Writing Skills
Identifiers—Burke (Kenneth), *Invention (Rhetorical)
The organic theory of writing as a process and as a coherent whole implies that writing evolves from a writer's involvement with the subject. Kenneth Burke's theory of logology, the study of words about words, is a theory of composing that has invention at the center and which a writer can apply from beginning to end as needed. Since a student writes about perceptions in words, grappling with perception becomes grappling with words. To help the student, a heuristic device based on Burke's theory asks three questions: What goes with what? What opposes what? What follows or follows from what? This heuristic procedure aids the student in retrieving information stored in the mind, it draws attention to important information that can be acquired, and it prepares the student's mind for the intuition of an ordering principle, or hypothesis. Such logological analysis underscores the inseparability of invention, form, and style. Such a theory emphasizes creativity and imagination, helps eliminate dryness in expository writing, and helps generate meaningful material for essays. (TJ)

0050 ED 161 033
Woodson, Linda
The "Phaedrus," Perelman, and the Groundwork for a Theory of Composition.
Pub Date—78
Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Processes, *English Instruction, Higher Education, Philosophy, *Rhetoric, *Rhetorical Criticism, Secondary Education, *Teaching Methods, *Writing (Composition), Writing Skills
Identifiers—*Perelman (Chaim)
Chaim Perelman, in "The New Rhetoric," discusses a paradigm for understanding how study of composition can be altered by knowledge of thought processes gained by cognitive psychologists and psycholinguists. He describes this rhetoric as "rhetorical rationalism" that recognizes a multiplicity of ways of being reasonable and recognizes that the goal of rhetoric is to "elaborate principles of being, thought, and action that are humanly reasonable." However, it is necessary to leave room for future modification, recognizing that values play an important part in decisions and introduce an arbitrary element in any decision. He creates a useful heuristic for the composition class: philosophical pairs (evoked simultaneously but not necessarily opposites) that can be used by students to determine the most effective approach to a topic. Such pairs include means/ends, multiplicity/unity, and letter/spirit; they generate a structure and a vocabulary which become an essential part of the argument. The use of these pairs in composition classes helps students suspend judgment and gives them a procedure which brings out the uniqueness of what they are writing about. (TJ)

0051 ED 159 702
Rivers, Thomas M.
Animal, Vegetable, Mineral: A Method for Introducing Heuristics.
Pub Date—78
Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Freshmen, *Educational Games, *English Instruction, Higher Education, *Teaching Methods, Writing (Composition), *Writing Skills
Identifiers—*Heuristics
Students beginning a freshman composition class tend to regard writing as an editing process rather than as a process which encompasses intelligence, character, and humanity. Helping students understand and master heuristic procedures on the way to developing composition skills can be facilitated by the use of the game Twenty Questions to learn the processes of classifying, sequencing, and questioning. As the game is played, students keep track of questions asked and the responses to each. They analyze them, categorize them, check the significance of sequence for each one, and begin to discover that careful questioning can help them arrive at the correct answer. The rules for this game, including group decisions on the questions to be asked help develop problem-solving ability and promote the use of brain-storming. Students learn, too, the value of intuition beyond mechanical questioning. All of this experience helps promote adequate initiation to most heuristic procedures and helps the students discover the total involvement necessary for communication. (TJ)

0052 ED 154 380
Reuss, Carol
Quote Analysis and Article Improvement: A Teaching Technique.
Pub Date—Aug 77
Note—13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (60th, Madison, Wisconsin, August 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, *Content Analysis, *Expository Writing, Higher Education, *Journalism Education, *Periodicals, Teaching Methods, *Writing (Composition), *Writing Skills
Identifiers—*Quotations
One difference between articles published in general interest magazines and those that journalism students write for class assignments is the number of quotations used; too often students tell about some situation or person instead of letting their sources relate the information and opinions. In support of this observation are the results of an analysis of lead articles in 19 magazines. The average proportion of quotations in all the articles analyzed was 23%, with articles in magazines that have circulations above one million tending to have more quotes, a variety of sources, and simple, present-tense attributions (for example, "says" or "said" instead of "contended"). Teachers in magazine journalism classes can use the analytic technique by assigning students to mark and analyze one or more articles and then combining the individual analyses with discussion in class. In this way, teachers can actively involve students in seeing how articles are structured, understanding good quote use, and emulating the best techniques of established writers. (RL)

0053 ED 149 349
Tuttle, Frederick B., Jr.
Composition: A Media Approach.
National Education Association, Washington, D.C.
Pub Date—78
Note—94p.; NEA "Aspects of Learning Series"
Available from—NEA Order Dept., The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 1499-5-00, $4.85 paper, $9.50 cloth)
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Audiovisual Aids, *Class Activities, Descriptive Writing, Elementary Secondary Education, English Instruction, Expository Writing, Narration, *Teaching Methods, *Visual Stimuli, *Writing (Composition), *Writing Skills
This book explores the many visually oriented activities that can be used to teach the composition process. Chapter one outlines the format of the book and discusses the composition process in terms of visual perception and reaction to visual stimuli. Chapter two introduces the general aspects of composition that are pertinent to all types of written composition. Chapter three discusses the aspects of literary composition that result in either a narration or a piece of personal/creative writing. Chapter four discusses exposition and those aspects of writing that will help a student explain an idea or analyze a process. Class activities that use visual materials are suggested for each of these writing categories. The final chapter discusses meaningful grading procedures. An appendix provides production hints for slides, filmstrips, "visual pillows," overhead transparencies, roller movies, string paintings, and magnetic or flannel boards. (RL)

0054 ED 131 485
Snipes, Wilson Currin
Humanistic Invention in Expressive Discourse.
Pub Date—75
Note—5p.; Paper presented at the 1975 Annual Meeting of the South Atlantic Modern Language Association
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Creative Expression, *Creativity, Educational Theories, English Curriculum, Higher Education, *Humanistic Education, *Writing (Composition)
The humanistic value of expressive discourse should form the basis for reinstating composition in the curricula of higher education. Educators must realize that the process of thinking that goes on before an assertion or statement of purpose is written is related to the familiar prewriting concept; that approaches to invention are as various as composers; that, although artificial models do serve composers, honest introspection is generative in itself; that the "languaging" of invention offers a vehicle for discovery; and that humanity forms the centrality of expressive discourse. (Author/KS)

0055 ED 124 964
Lamb, Catherine E.
Needed: A Theory of Instruction in the Art of Invention.
Pub Date—76
Note—21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (27th, Philadelphia, March 25-27, 1976)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—English Instruction, *Rhetoric, *Teaching Methods, *Writing (Composition), Writing Skills
This paper presents a theory of instruction in the art of rhetorical invention and provides a basis for making decisions about teaching it. Invention is the process of inquiry through which one arrives at propositions and develops arguments in support of them. The author argues that by teaching invention along with the other arts of rhetoric, teachers are giving their students as complete an understanding as possible of what is involved in the process of writing. Four categories of invention are defined: systematic group, unsystematic group, systematic and unsystematic individual invention. Methods of instruction for each of the four categories are delineated. (TS)

0056 ED 123 634

Woodman, Leonore

Teaching Composition: A Conceptual Approach.

Pub Date—76

Note—31p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (27th, Philadelphia, March 25-27, 1976); Attachments 2-12 which are samples of student writing may reproduce poorly

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Processes, *Concept Teaching, Expository Writing, Secondary Education, *Teaching Methods, *Writing (Composition), *Writing Skills

This paper outlines a methodology for teaching writing which is based on the following assumptions: that the controlling idea is the most important feature of the reflective essay; that the idea sentence embodying the controlling idea has a semantic and rhetorical anatomy that is present in oral patterns; and that teachers can instruct students in the concept of controlling ideas by linking the students' everyday speech to the needs of written discourse. The author argues that recognition of the relationship between selected speech patterns and the controlling idea of written discourse will facilitate student growth in writing competence. It is concluded from the results of the author's project using the conceptual approach that because it links oral and written patterns, the approach appears to provide an accessible bridge to the written word; the analogic assertion appears to be a generative structure; the analogic assertion appears to stimulate clarity and to force coherence links that student writing often lacks; and structural competence in writing appears to accelerate the entire writing process. (TS)

0057 ED 120 783

Cowan, Greg

When Shall We Three Meet Again?

Pub Date—Mar 76

Note—4p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (27th, Philadelphia, Pennsylvania, March 25-27, 1976)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Creative Teaching, *Creative Thinking, *Creative Writing, Elementary Secondary Education, English Instruction, Language Arts, Poetry, *Teaching Methods, *Teaching Models, Writing (Composition), *Writing Skills

This paper argues that writing teachers' emphases on orderly and polished products from their students have inhibited the ability to invent ideas and think clearly. The teaching techniques of the poet William Stafford are described as a model for teaching students to be more thoughtful. It is concluded that teachers of writing should first encourage their students to discover ideas before concentrating on ordering and polishing what they write. (TS)

0058 ED 082 192

Hennings, Dorothy Grant Grant, Barbara M.

Content and Craft: Written Expression in the Elementary School.

Pub Date—73

Note—235p.

Available from—Prentice-Hall, Inc., Publishers, Englewood Cliffs, N.J. 07632 ($7.95 cloth, $4.95 paper)

Document Not Available from EDRS.

Descriptors—Creative Writing, *Elementary Education, *Language Arts, Language Skills, Self Expression, *Teaching Guides, *Writing (Composition), *Writing Exercises, Writing Skills

Based on the assumption that, when learning to write, the child must learn to build significant ideas-content to communicate and to translate ideas into written material, this book examines the content phase of writing, the craft phase of writing, and the means of effecting a merger of content with craft. The first chapter affirms the central position of ideas in both functional and imaginative writing, classifies the idea-content of writing as reflective, conceptual, projective, and expressive, and describes the thinking processes; the second chapter identifies first hand experience as a source of ideas for written expression; the third chapter proposes ideas for written expression which can be triggered by structured activities; chapter four is devoted to the many ways in which children may record ideas; the organization of written composition is the focus of chapter five; chapter six includes suggestions for helping children select and use words effectively; the seventh chapter deals with revision as a necessary part of writing; chapter eight discusses ways of merging content and craft in poetry; and the content and craft of writing prose are discussed in chapter nine. (HOD)

0059 ED 065 873

Williams, Dorothy D.

Composition: English. 5114.64.

Dade County Public Schools, Miami, Fla.

Pub Date—71

Note—18p.; An authorized course of instruction for the Quinmester Program

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Course Content, *English Instruction, *Expository Writing, Inquiry, *Logical Thinking, Narration, Performance Criteria, Persuasive Discourse, Projects, *Writing (Composition), Writing Skills

Identifiers—*Quinmester Program

A course presenting projects designed to foster invention and develop a sense of logical ordering is given. Performance objectives include: (1) The student will select ideas for development in an orderly manner; (2) The student will convey this message via an expository piece; (3) The student will select appropriate supportive elements to develop his position; and (4) The student will persuade his audience by using the most effective format. Course content deals with four types of written expression: exposition, persuasion, narration, and inquiry. (CK)

0060 ED 041 877

Hunter, Elizabeth

Fostering Creative Expression.

Pub Date—Feb 68

Note—5p.

Journal Cit—Childhood Education, v44 n6 p369-73 Feb 1968

Document Not Available from EDRS.

Descriptors—Classroom Environment, Creative Development, *Creative Expression, Creative Writing, Elementary Education, *Language Arts, *Speech Communication, *Teaching Methods, Writing Skills

Teachers can encourage youngsters to express their ideas creatively by providing help in three areas–content, language, and process. In terms of content, children often have few resources for tapping their thoughts, and may need 'pump primers' such as being told the beginning and end of a story and speculating about a variety of middles. Once children are helped with ideas or are able to draw upon their own store of experiences, they usually require help with language to add interest to their work and make ideas more vivid and expressive. Such activities as taking rather barren sentences and fleshing them out, or taking interesting sentences and making them dull and ordinary can be helpful. Process aid is important throughout and may consist, in the beginning stages, of working on ideas as a total class with the teacher taking over the mechanics of writing while the class talks out plot variations. The teacher will want to be encouraging of ideas, rather than judgmental, and the kind of talk he uses will be important in giving worth to children's efforts. (Author)

0061 ED 029 040

Young, Richard

Problems and the Process of Writing.

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1784

Pub Date—Nov 68

Contract—OEC-3-6-061784-0508

Note—10p.; Paper delivered before the National Council of Teachers of English, Milwaukee, Wisconsin, Nov. 29, 1968

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Processes, Concept Formation, Decision Making Skills, *English Instruction, Logic, Motivation Techniques, Problems, *Problem Solving, Rhetoric, *Teaching Methods, *Writing (Composition), Writing Skills

In the last few years, a rhetoric of inquiry has emerged to complement the rhetoric of the finished word. New interest in the "pre-writing" activities–e.g., audience analysis, concept formation, and the discovery of judgments which order and give meaning to experience–has manifested itself both in research into the nature of these activities and in the development of heuristic procedures to carry out these activities more efficiently. However, recent research has ignored the motivation for engaging in pre-writing activities. The very earliest stages of the writing process actually begin as the writer discovers that he is psychologically uncomfortable about some violation to his image of the world and wished to resolve the difficulty. He then analyzes and articulates the opposing components of his image, describes its origins, and specifies, in the form of a question, what he believes will resolve the inconsistency or eliminate the problem which is, at the outset, unknown to him. Because problems are important incentives to action, writing instruction should teach not only the nature and articulation of problems, but also should sharpen the student's awareness of his own cognitive life and encourage him to believe that events in it are appropriate subjects for investigation. (JB)

0062 ED 025 534

Crosby, Harry H.

A Rhetorical Imperative.

Pub Date—67

Note—13p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, English, *English Instruction, *Expository Writing, *Higher Education, *Rhetoric, *Teaching Methods, Writing (Composition), Writing Skills

After a brief discussion of the deficiencies of both prescriptive and descriptive rhetoric, the author presents a generative rhetoric as a workable technique for teaching composition. An outline is given of a generative "macro-rhetoric" which deals with the large task of how to organize and develop a statement or idea. Types of sentences, four categories of generative sentences, and the manner in which each category of generative sentence may be developed are considered. The article is concluded with a discussion of the value of using "macro-rhetoric" to teach composition. (BN)

THE WRITERS REPERTOIRE

MODES OF DISCOURSE
INFORMATIVE/GENERAL

0063 ED 198 533

Gray, Stephanie Koech, Catharine

Writing From Given Information. Collaborative Research Study No. 3.

California Univ., Berkeley. School of Education.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—80

Note—84p.; Prepared through Bay Area Writing Project.

Available from—Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 ($3.00 postage and handling).

Pub Type— Guides - Classroom - Teacher (052) — Reports - Research (143) — Books (010)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Comparative Analysis, Descriptive Writing, *Expository Writing, Grade 9, Grade 11, Secondary Education, Teaching Methods, *Writing Instruction, *Writing Research, Writing Skills

Identifiers—*Bay Area Writing Project, *Writing across the Curriculum

An approach to teaching expository writing and research in support of that approach are presented in this book. The first section of the book discusses writing from given information, a technique by which teachers give students collections of nonverbal data (charts, graphs, maps, and other pictorial information) that the students must organize in written assignments. This section contains a rationale for using the approach, examples of assignments using the approach, ways to organize assignments so that stylistic strategies can be emphasized, classroom use of writing from given information, and suggestions for creating packets of given information appropriate for particular students. The second section of the book reports on two research studies comparing groups of ninth and eleventh grade students who were taught either with or without packets of given information. This section contains discussions of the research design, the methodology used, and the results. The research section concludes with the observation that, although there were mixed results from the studies, writing from given information in a teaching method can have a positive effect on student writing ability and can add to a good teacher's storehouse of resources. (Appendixes contain samples of student writing from the research projects.) (RL)

0064 ED 160 437

Schlenker, Richard M.

A Guide to Writing Student Laboratory and Field Research Reports.

Pub Date—Sep 78

Note—15p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Higher Education, *Instructional Materials, Oceanography, Research Reports, *Research Skills, *Science Education, *Scientific Methodology, Scientific Research, Teaching Guides, *Technical Writing, Writing (Composition)

This document outlines the procedures to be followed in writing a field or research report. It describes the rationale behind a good report and explains the proper format and use of title, introduction, methods, data, discussion, conclusion, references, and abstract or summary elements. This guide gives aids to writing a good report. Finally, it uses as an example the study of the population density of three periwinkle species at Castine, Maine. This example shows how to define the problem, do a literature search, gather data, and write the report. (BB)

0065 ED 153 251

Saffioti, Carol Lee

Modular Approach to Teaching Research in Freshman Writing Courses.

Pub Date—[76]

Note—15p.; Research prepared at the University of Wisconsin-Parkside

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, *English Instruction, Higher Education, Instructional Materials, *Library Research, Library Skills, Reference Materials, *Research Skills, *Writing (Composition), *Writing Skills

Identifiers—Research Papers (Students)

As an alternative to the traditional freshman composition course, a one-credit research skills module has been organized to help students develop competency in reference work and organization for research papers. Designed as part of a three-credit composition course, the eight week module concentrates on developing competency in the following skills: selecting and abstracting information from library books, periodicals, and general reference works; planning a research paper on a specific topic and resourcefully using library research sources to find appropriate written material; writing up the findings of library research, using quotations and other references appropriately; and using standard documentation in footnotes and bibliography. (This paper includes a course outline for the eight week module and appendixes consisting of student guide sheets on the library, term papers, references and sources, and note cards.) (MAI)

0066 ED 150 639

Marshall, Colleen

A System for Teaching College Freshmen to Write a Research Paper.

Pub Date—Oct 77

Note—8p.; Paper presented at the Annual Northeast Regional Conference on English in the Two-Year College (20th, Buffalo, New York, October 21-22, 1977)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, *English Instruction, *Expository Writing, Higher Education, Plagiarism, *Research Skills, *Teaching Methods, *Writing (Composition), *Writing Skills

Identifiers—Research Papers (Students)

Students in college composition courses often have great difficulty learning to write research papers. They can learn to write better research papers through a series of steps: learning to read for the main point, writing opinion papers on topics that are personally meaningful to them, preparing lists of questions implicit in the opinion papers in order to provide a focus for their research, researching their topics, and transforming their opinion papers into research papers that draw on available source materials. Although the system has a few disadvantages, it minimizes or eliminates the problems involved in traditional approaches, helps students avoid common flaws in research papers, and reduces or eliminates plagiarism. (GW)

0067 ED 146 619

Broz, Nancy D.

Writing or Plagiarizing?

Pub Date—May 77

Note—4p.; Paper presented at the Leadership Conference of the New Jersey Council of Teachers of English (Lawrenceville, New Jersey, May 5, 1977)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*English Instruction, Grade 7, Junior High Schools, Plagiarism, *Reports, *Research Skills, *Teaching Methods, *Writing (Composition)

This paper notes that, when teachers assign the writing of research reports without showing children how to write such reports, they may actually

encourage children to plagiarize. It then outlines a method used to teach seventh graders how to write short "controlled reports." Working as a group, the students learn how to pose research questions, use sources of information, organize information, write outlines, and compose reports from the outlines. The goal is for students to get the feeling of collecting and controlling information and to have the satisfaction of writing a report in their own words. (GW)

0068 ED 109 684
Work, James C.
Assignment: Library; The Use of Non-Research Library Topics in Composition Courses.
Pub Date—75
Note—9p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Descriptive Writing, Expository Writing, Higher Education, Libraries, *Library Materials, Reference Materials, Resource Materials, Teaching Methods, Writing (Composition), *Writing Skills

Assigning students to write resource papers about the library provides the instructor with the opportunity to teach about basic rhetorical methods and gives students the chance to become acquainted with resources they should know. Four different types of papers which give students a variety of writing experiences are a description of two reference books in a particular subject area, a comparison of two periodical indexes, an evaluation of the facilities pertinent to a field of interest (including physical surroundings and facilities as well as library materials), and a persuasive paper on any subject related to the library, addressed to any reader. (JM)

INFORMATIVE/NEWS WRITING

0069 ED 174 993
Stocking, S. Holly
Putting the Social Sciences into Science Communication Courses.
Pub Date—Aug 79
Note—12p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type— Guides - Classroom - Teacher (052) — Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Change Strategies, Educational Needs, Higher Education, *Journalism Education, *News Reporting, News Writing, *Social Sciences
Identifiers—*Science Writing

Although the social sciences have become legitimate sources of science news, many journalism instructors of science communication do not believe the social sciences warrant special or required attention in their courses. This is unfortunate, for the social sciences are important enough and different enough to require both their inclusion and "special handling" in science writing courses. As with pure and applied sciences, social science creates a need for news writers to "translate" its terminology; and the relative newness of the discipline creates special challenges to reporters who must sift through data to interpret the most methodologically sound findings. Once journalism teachers recognize the efficacy of including social sciences in their science news writing courses, they can expose their students to the problems and challenges of social science news reporting in the following ways: compare the central issues of daily news stories with current social science research topics; involve local social scientists in class activities whenever possible; have students develop glossaries of social science terms; have students critique local media coverage of science news; have students write science news articles based on original research reports, then compare student work with professional articles based on the same reports; and make students aware of the basic references in the social sciences. (RL)

0070 ED 149 380
Frank, F. J.
Newswriting: The Editorial.
Pub Date—17 Feb 78
Note—12p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Autoinstructional Aids, *Editorials, *Journalism, *Journalism Education, Learning Activities, Newspapers, *News Writing, Secondary Education, Units of Study, *Writing Exercises, Writing Skills

This self-instructional packet, developed for use in two 50-minute class sessions, is designed to teach students about editorials and editorial writing. Lesson One includes a list of behavioral objectives for the project; a pretest; a discussion of purpose, structure, and types of editorials; and an exercise in writing an editorial based on an attached outline. Lesson Two asks students to write an editorial on a subject of their own choice and provides a posttest. (GW)

0071 ED 145 428
Lindner, Joy
The Newspaper in Your Classroom: "Quickie" Ideas. Third Edition.
Pub Date—77
Note—26p.; Illustrations may not reproduce well
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Communication Skills, Creative Writing, Elementary Secondary Education, English Instruction, *Journalism, *Language Arts, *Language Skills, *Learning Activities, *Newspapers, Speech Skills, *Teaching Methods, Word Study Skills, Writing Skills

This publication describes 97 classroom activities that employ the newspaper as an aid for teaching language arts skills. The activity ideas are grouped according to four categories: creative writing (ideas for writing such pieces as news accounts of events in stories and poems, letters to the editor, and reviews of books and television programs); working with words (activities that teach such skills as skimming, vocabulary development, spelling, and punctuation); speech and discussion (ideas for such activities as reading news stories aloud, discussing human-interest stories, and conducting interviews for jobs advertised in the classified section); and "potpourri" (a wide range of ideas for learning about the newspaper, creating newspaper columns, class newspapers, and advertising layouts, and developing communication skills). (GW)

0072 ED 071 085
English Mini-Course Journalism (Preliminary, Unedited Version).
Pittsburgh Board of Public Education, Pa.
Pub Date—Sep 71
Note—14p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Course Objectives, *Course Organization, Curriculum Guides, *High Schools, *Journalism, *School Newspapers, Student Participation, Student Publications, Writing Exercises, Writing Skills

Offering the student a way to develop a clear, concise style of writing, this nine-week journalism unit acquaints the student with various aspects of newspaper writing and publishing and with the correct methods for gathering and writing school news. The first part of the course introduces the students to the history and ethics of journalism and to the parts of a newspaper, to various kinds of news stories, and to technical journalism terms. From there, a temporary staff can be organized and decisions on the type of printing, circulation procedures, and deadlines can be made; each student would be involved with some aspect of the paper. The following weeks would be spent in producing the finished copy and sending it to the printer. The last week would be devoted to the students' evaluation of their writing style and effectiveness, and analysis of the makeup and general appearnace of the paper, oral reports on newspaper sales, suggestions for the next issue, and an objective test on newspaper terms. (Suggested course materials and a bibliography are included.) (HS)

0073 ED 040 174
A Unit on the Newspaper.
Utah State Board of Education, Salt Lake City.
Pub Date—[Jun 69]
Note—263p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Class Activities, Educational Objectives, English Instruction, *Journalism, *Junior High School Students, *Motivation Techniques, School Newspapers, School Publications, Secondary Education, Student Motivation, *Student Publications, Teaching Methods, Writing (Composition), *Writing Skills

Concerned with reinforcing composition skills, this unit focuses on motivating students to produce a weekly class or school newspaper. Motivational experiences suggested for the whole unit include visiting a newspaper publishing building; inviting a local editor, reporter, or photographer to speak to students; studying and viewing specific films and filmstrips; reading and presenting a radio play; and making a newspaper bulletin board display. Material is organized by the factors involved in newspaper production: (1) the nature of news; (2) characteristics of the newspaper; (3) the American basis for freedom of the press; (4) four purposes of the newspaper; (5) individual responsibilities of the newspaper staff; (6) ways in which newspapers obtain news; (7) parts and characteristics of a news story; (8) the nature of a feature article; (9) parts of the first page of a newspaper; and (10) an understanding of the various sections of a newspaper. [Not available in hard copy due to marginal legibility of original document.] (JM)

INFORMATIVE/BOOK REPORTS

0074 ED 200 536
Hitt, Valeria
Creating a Mini Book Review Journal.
Spons Agency—Atlanta Area Center for Teachers, GA.
Pub Date—81
Note—17p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Book Reviews, Critical Reading, Descriptive Writing, Elementary Secondary Education, *Expository Writing, *Literary Criticism, Literature Appreciation, *Reading Comprehension, *Student Developed Materials, *Writing Skills

The production of a book review journal by students is suggested as a way of encouraging reading and of developing clear, expository writing. Guidelines are provided for the sequential development of such a journal. Criteria are offered for evaluating fiction and nonfiction books, with examples of annotations featuring style, period or setting of a novel, theme, plot, characterization, structure, spirit of the book, and illustrations. Brief discussions and examples are offered on the writing of annotations, abstracts, and literary notes. Suggestions are made for the layout and production of a book review journal as a class project. (JD)

0075 ED 193 680
Locker, Kitty O.
Teaching Students to Write Abstracts.
Pub Date—Oct 80
Note—14p.; Paper presented at the Annual Workshop on the Teaching of Technical Writing (4th, Carbondale, IL, October 17-18, 1980).
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Abstracting, Abstracts, *Business Communication, College Students, Higher Education, *Teaching Methods, *Technical Writing, *Writing Skills

A teaching strategy has been developed for showing business and technical writing students how to write abstracts. The strategy contains six steps: (1) explain the importance of abstracts; (2) define summary and descriptive abstracts; (3) give students general guidelines for preparing abstracts; (4) explain topic and sentence outlines, showing the relationship between the two kinds of outlines and the

two kinds of abstracts; (5) use an inclass assignment to give students practice writing abstracts; and (6) make appropriate followup assignments. This method of approaching abstracts will give students the basics and prepare them for writing abstracts in professional situations. (RL)

0076 ED 151 816
Masse, Roger E.
Teaching the Tradition of Scientific Writing.
Pub Date—77
Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Expository Writing, Higher Education, *Literary History, *Literature, Literature Appreciation, *Sciences, Teaching Methods, *Technical Writing, *Writing (Composition)
Though technical writing as a profession began only recently (shortly after World War II), its tradition goes back to ancient times. This paper describes how technical writing teachers at New Mexico State University use the works of twenty scientific writers included in the "Great Books of the Western World" series to demonstrate to their students the impact of scientific writing throughout world history. Following this introduction, the students are asked to read selections from the "Great Books" series that relate to their college majors and to write summaries of what they read. The paper concludes with the hope that this background information will inspire students to carry on the tradition of scientific writing in their own work. (RL)

0077 ED 039 258
Katz, Sheldon F.
Oh No, Not Another One of Those (Ugh!) Book Reports!!
Missouri Association of Teachers of English.
Pub Date—Mar 70
Note—5p.
Journal Cit—Missouri English Bulletin; v27 n2 p5-9 Mar 1970
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Book Reviews, *Creativity, *Educational Innovation, *English Instruction, Literature Programs, Speech Communication, Student Motivation, *Student Projects, Teacher Behavior, Teaching Methods, Writing (Composition)
Interest in book reports can be revitalized by having students present desired information about plot, characters, author, and criticism in new and imaginative forms. Students may give a book report by means of a newscast, which could be taped or videotaped as well; by depicting a novel through pictures, perhaps with the aid of captions; and by describing a book through a special, limited vocabulary, (e.g., sports terms). They could also publish a newspaper front page, with the plot supplying the headline and lead article, the editorial presenting a critical review of the book, and news articles discussing author and characters. Another technique is for the student to assume the role of an agent for a publishing or movie company and "sell" the book. In evaluating the results of either traditional or innovative projects, emphasis must be placed on positive teacher and peer group criticism–student enthusiasm should not be drowned in a sea of sharp words or red ink. (MF)

0078 ED 019 280
COOKE, ROBERT CRANE
THE BATTLE OF THE BOOK REPORTS.
Pub Date—JAN68
Note—7P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*English Instruction, Literary Criticism, Literary History, *Literature, Novels, Secondary Education, *Teaching Methods, Writing (Composition)
GENERAL AGREEMENT CONCERNING THE IMPORTANCE OF IMAGINATIVE LITERATURE IN THE ENGLISH CURRICULUM HAS IRONICALLY GIVEN RISE TO "A STULTIFYING ACADEMIC GAME"–THE REQUIRED BOOK REPORT. STANDARDS FOR READING BOOKS ARE "CADAVEROUSLY" STEREOTYPED–LONG LISTS OF OUTSIDE READING MATERIAL, AND A SPECIFIED NUMBER OF BOOK REPORTS WHICH INCLUDE SOMETHING ABOUT THE AUTHOR, THE PLOT, THE CHARACTERS' QUALITIES AND FUNCTIONS, THE BOOK'S LITERARY SIGNIFICANCE, AND THE READER'S PERSONAL OPINION. IN CONFUSION, STUDENTS TURN TO "PARAPHRASE" AND "RESEARCH," THUS ASSURING PLAGIARISM. THIS APPROACH TO READING IS CLOSELY ALLIED WITH THE POPULAR SURVEY COURSE IN LITERATURE, IN WHICH AN IMPOSING NUMBER OF AUTHORS AND CENTURIES ARE TOUCHED UPON IN ONE ACADEMIC YEAR. TO ENCOURAGE STUDENTS TO BE ORIGINAL AND THOUGHTFUL READERS AND WRITERS, TEACHERS SHOULD (1) BE IMAGINATIVE IN THEIR TEACHING METHODS, (2) GIVE BOOK REPORT ASSIGNMENTS THAT ARE FLEXIBLE AND CREATIVE IN FORMAT, (3) EMPHASIZE "DEPTH STUDIES" WHICH INVOLVE STUDENTS IN THE WORK OF A PARTICULAR WRITER, AND (4) MEASURE STUDENTS BY THEIR DEPTH OF PERCEPTION, NOT THEIR BREADTH OF EXPOSURE. (THIS ARTICLE APPEARED IN THE "MISSOURI ENGLISH BULLETIN," VOL. 25 (JANUARY 1968), 1-6.) (JB)

0079 ED 018 427
MARTIN, KATHRYN J. AND OTHERS
BOOK REPORTS–PRACTICES AND RECOMMENDATIONS.
Pub Date—OCT67
Note—5P.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Book Reviews, *Educational Practices, Elementary Education, *English Instruction, *School Surveys, Speech Communication, *Teaching Methods, Writing Skills
A PROJECT WHOSE AIM WAS TO DEVELOP BOOK-REPORTING PROCEDURES WHICH WOULD EFFECTIVELY STIMULATE AND ENCOURAGE WIDE INDEPENDENT READING AND THE MASTERY OF APPROPRIATE BOOK-REPORTING SKILLS IS SUMMARIZED AND EVALUATED. A SUMMARY OF THE FINDINGS AND CONCLUSIONS OF A SURVEY OF CURRENT BOOK-REPORTING PRACTICES IN GRADES 2-7, CONDUCTED THROUGH PERSONAL INTERVIEWS BY READING CONSULTANTS IN THE UPPER DUBLIN SCHOOL DISTRICT, FORT WASHINGTON, PENNSYLVANIA, IS PRESENTED IN THE FIRST PORTION OF THE ARTICLE. THE FINAL AND MAJOR PORTION CONTAINS (1) SIX RECOMMENDED EDUCATIONAL OBJECTIVES, (2) A STATEMENT ON THE DESIRABILITY OF FLEXIBLE RATHER THAN RIGID REQUIREMENTS, (3) A LISTING AND DESCRIPTION OF FIVE LEVELS OF BOOK-REPORT WRITING WHICH CAN BE ADAPTED TO EACH CHILD'S WRITTEN LANGUAGE MATURITY, (4) SUGGESTED PROCEDURES FOR ACCOMPLISHING DIFFERENTIATION BASED ON READING LEVELS, AND (5) A LIST OF OTHER TYPES OF REPORTING WHICH SHOULD STIMULATE CHILDREN TO READ INDEPENDENTLY. THIS ARTICLE APPEARED IN "ELEMENTARY ENGLISH," VOLUME 44 (OCTOBER 1967), 609-12. (MM)

INFORMATIVE/ TECHNICAL WRITING

0080 ED 200 990
Pearsall, Thomas E.
Building a Technical Communication Program.
Pub Date—Mar 81
Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).
Pub Type— Information Analyses (070) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Employment Projections, *Employment Qualifications, Higher Education, Job Skills, Job Training, Labor Market, Program Descriptions, *Program Development, *Technical Writing, Writing Instruction
According to the 1980-81 edition of the "Occupational Outlook Handbook," the market for graduates of technical communication programs is good and likely to get better during the 1980s, especially in the areas of electronics and computer and environmental science. The first step in setting up a technical communication program at a college or university is to find out what, for whom, and how technical communicators write. Forming an advisory committee of practicing technical writers will keep the faculty informed of the needs of practitioners and establish a network of potential employers. In addition to providing the technical writing instruction most in demand by employers, the program should include study in mathematics and the sciences, and the faculty should include instructors knowledgeable in the skills of oral communication, interviewing, and understanding graphic presentations. A community environment that will provide practicing technical writers for the advisory committee, internships for students, and ultimately employment, is also an important factor to consider when planning a technical communication program. (HTH)

0081 ED 199 733
Mathes, J. C., Comp. Pinelli, Thomas E., Comp.
Technical Writing: Past, Present, and Future.
National Aeronautics and Space Administration, Hampton, Va. Langley Research Center.
Report No.—NASA-TM-81966
Pub Date—Mar 81
Note—75p.; Compilation of papers presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).
Pub Type— Speeches/Meeting Papers (150) — Collected Works - General (020)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Affective Objectives, Communication Skills, *Consultants, *Educational History, *Engineering, *Legal Responsibility, Organizational Communication, Research Reports, Standards, *Technical Writing, Writing Instruction
This compilation of papers addresses the history, present status, and trends of technical and related writing. The first of the eight papers surveys the present environment of the technical report and assesses the effectiveness of the technical report format of the National Aeronautics and Space Administration (NASA) in transmitting information. The second paper examines the technical writing teacher's responsibility in teaching the problems faced by professional engineers, while the third paper explores scientific writing from its beginnings in the seventeenth century until approximately 1815. The fourth paper defines technical communication in an empirical way and discusses the implications of technical communication for a humanistic education in a technological age. The fifth paper considers ways in which writers are involved in the prevention and defense of product liability actions. The sixth paper examines how an interview model could facilitate communication, and the seventh paper relates how an English teacher might become a writing consultant. The final paper discusses the need for technical writers to assume responsibility for their reports. (HOD)

0082 ED 199 724
Couture, Barbara Goldstein, Jone
How to Develop and Write a Case for Technical Writing.
Pub Date—Mar 81
Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Case Studies, College English, Higher Education, Integrated Activities, *Teaching Methods, *Technical Writing, *Writing Instruction
Identifiers—*Holistic Approach

A holistic case can encompass the whole of technical writing by allowing the student to experience the total communication act in which the technical task and data are fully integrated into the rhetorical situation. The salient components of a holistic case are the persona of the technical professional, the facts about the technical problem and the real company, the fiction created on the basis of those facts, and the form of the case itself adapted for students. Four major steps relate directly to the development of these components: (1) design the case–plan the goals and objectives for the students who will assume the persona, and establish the real world source of information; (2) collect the facts–conduct the interviews, and research the technical and rhetorical information about a specific problem in a real organization; (3) create the fiction–transform the facts into a realistic fiction that could have happened to a technical professional on the job; and (4) construct the case–recast the fiction into a functional instrument for students to write professional documents. This approach gives students the opportunity to perform in a realistic context, using all of the skills and knowledge required in communication on the job. (HOD)

0083 ED 199 709

Houston, Linda S.

Technical Writing Practically Unified through Industry.

Pub Date—Mar 81

Note—25p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agricultural Colleges, *Agricultural Education, *Business Communication, *Business Correspondence, *Course Content, Course Descriptions, Curriculum Development, English Curriculum, *Individualized Instruction, Integrated Curriculum, *Technical Writing, Two Year Colleges, *Writing Instruction, Writing Skills

Two technical writing courses at a two-year agricultural college were designed to meet the individualized needs of students in various agricultural studies in the animal industries, horticulture, agricultural business, and agricultural mechanics. Offering a technical writing program based upon the writing tasks of the students' intended occupations required consultation with advisory committees of the various agricultural programs. These committees, composed of eight to fifteen people in actual industry positions and farm operations, provided over 200 responses and comments on what they considered necessary in the English courses at an agricultural college. This feedback resulted in the revision of the existing technical writing course and the creation of a second writing course with additional emphasis on business letter writing. Students in these technical writing courses write business letters specific to their field of agricultural study (at times with suggestions from their agricultural studies advisors), prepare seven types of research reports, and develop specific communication skills for meetings, telephone calls, newsletters and brochures, advertising and news articles, interviews, and communication among workers. (Appendixes provide course outlines, course syllabi, and samples of assignments.) (RL)

0084 ED 198 550

Dobrin, David N.

What's Difficult about Teaching Technical Writing.

Pub Date—80

Note—11p.; Paper presented at the Annual Meeting of the Modern Language Association of American (95th, Houston, TX, December 27-30, 1980).

Pub Type— Opinion Papers (120) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Problems, Higher Education, Teacher Background, *Technical Writing, Writing (Composition), *Writing Evaluation, *Writing Instruction

A teacher is likely to encounter three kinds of difficulty with technical writing instruction. The first is transitory difficulty, which a teacher may reasonably expect to overcome with practice. This is the difficulty a teacher may have in learning a new curriculum or the needs of a new group of students, in making up and grading assignments, and in gaining a feel for the technical style. Continuing difficulty is a problem a writing teacher may not expect to overcome, although teachers from other disciplines have. For example, a technical writing teacher may have difficulty evaluating a report from an unfamiliar subject area such as science or engineering, whereas teachers from those disciplines are better able to evaluate the content of such papers. To tell students to write for the writing teacher is poor teaching, but telling them to produce work that the teacher is likely to misjudge or mishandle is also unwise. This kind of situation lends itself to team evaluation of highly technical papers. The third kind of difficulty is inherent, and is one that no one can overcome. It is the temporary nature of the quality of technical writing and the constantly changing body of technology it represents. (HTH)

0085 ED 193 651

Rubens, Philip M.

The Writer's Mind: Ethics in the Teaching of Technical Writing.

Pub Date—Oct 80

Note—10p.; Paper presented at the Meeting of the New York College English Association (Saratoga Springs, NY, October 3-4, 1980).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ethics, Higher Education, Language Styles, *Technical Writing, *Writing Instruction, Writing Skills

As opposed to being a "closed" text (tightly constrained by physical formats, corporate style, and specialized vocabulary), technical writing is actually "open" in the sense that such a text can be interpreted subjectively by an informed audience. Three ethical issues that should be explored in teaching technical writing include personality–the presence of the author and a discernible "voice"; objectivity–the fair treatment of facts and phenomenon; and linguistic manipulation–using language as a tool to create illusion. Based on knowledge of these areas it will be possible to offer writing instruction that gives the technologically minded student a valuable asset–communication skills–as well as a sense of values. (HOD)

0086 ED 188 175

Rothmel, Steven Zachary

Technical and Creative Writing: Common Process, Common Goals.

Pub Date—Mar 80

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980). Best copy available.

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Education, Course Objectives, *Creative Writing, Higher Education, Interdisciplinary Approach, *Technical Writing, Writing Instruction, *Writing Skills

Creative writing and technical communication are distinct yet similar forms of writing that require time, patience, and disciplined creativity to be effective. Other qualities shared by these two writing forms that should be emphasized in technical writing courses are: (1) effective information sharing, a process that depends on audience analysis, organization, word selection, and sentence structure; (2) lively prose, achieved through the use of coherence, clarity, naturalness, and creativity; (3) flexible style that adheres to the conventions of correct spelling and punctuation; (4) organizaton and logical development of ideas; and (5) precise language shaping. Readability should be the primary objective for both kinds of writing. (AEA)

0087 ED 186 933

Sparrow, W. Keats

Technical Writing as a Liberal Arts Skill.

Pub Date—Apr 80

Note—8p.; Paper presented at the Annual Meeting of the College English Association (11th, Dearborn, MI, April 10-12, 1980).

Pub Type— Opinion Papers (120) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage PC Not Available from EDRS.

Descriptors—College English, *Course Content, Course Descriptions, *Course Objectives, Education Work Relationship, Expository Writing, Higher Education, Liberal Arts, *Technical Writing, Writing (Composition), Writing Skills

A course in technical writing has justification for appearing in a college English department curriculum if course content as it is currently taught is somewhat modified. In general, business or technical writing has been primarily a study of a wide variety of letter and report writing forms. To be taught as a liberal arts course, a technical writing course should aim at instilling the same competencies and values as would any good composition, advanced writing, classical or modern rhetoric, or other expository writing course. Course objectives should include the refinement of grammar and syntax and the distinctions between technical and nontechnical writing competencies. Technical writing competencies include mastering a few basic forms for letters and reports, using headings, captions, and other graphic aids, handling the mechanics of tabular material, and implementing the strategy of reader adaptation (presenting information in a way that is tailored to a reader's ability to receive, comprehend, and remember information). An example of reader adaptation would be separating out information that would normally be included as supportive sentences in a paragraph and itemizing the information as separate, indented support points under a topic sentence. Technical writing students should learn parallel structure and other rhetorical strategies if their writing is to be effective. (AEA)

0088 ED 185 600

Sewell, Ernestine P., Ed.

Focus on Technical Writing.

Texas Joint Council of Teachers of English, Houston.

Pub Date—80

Note—25p.; The Texas Joint Council of Teachers of English is an affiliate of the National Council of Teachers of English

Journal Cit—English in Texas; v11 n4 Sum 1980

Pub Type— Collected Works - Serials (022) — Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiovisual Aids, Communication (Thought Transfer), Course Descriptions, Curriculum Development, Higher Education, Persuasive Discourse, Teaching Methods, *Technical Writing, *Writing (Composition), *Writing Instruction

Noting that technical writing is becoming an increasingly important element in the college curriculum, this journal issue presents eight articles that provide information for use by technical writing instructors. The first article surveys resources and strategies currently available, while the second article reflects upon some of the adjustments and transitions the new teacher of technical writing must face. The third article focuses on the persuasive purpose of technical communication. The fourth considers the dimensions of time and space in technical writing and indicates that technical writing can provide the communication arts with a virtually complete set of formulas for achieving form in functional discourse. The fifth and sixth articles focus on visual perception and emphasize the importance of visual aids, while the seventh article discusses curriculum development and provides suggestions for structuring a technical communication program. The final article treats the subject of the consultant's teaching of technical writing and analyzes what is right and wrong with teaching in the industrial setting. (FL)

0089 ED 178 332
Schlenker, Richard M. Perry, Constance M.
A Writing Guide for Student Oceanography Laboratory and Field Research Reports.
Pub Date—Oct 79
Note—21p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Earth Science, *Environment, Expository Writing, Language Arts, *Oceanography, *Scientific Literacy, *Technical Writing, *Writing (Composition), Writing Skills
This guide is intended to improve the writing and composition skills of oceanography students but it may be applied to other written scientific compositions. Discussed is the documenting of laboratory and field investigations during the activity. A suggested format for the research report is presented with discussions of each section. A segment is devoted to tips for writing a good report. Sample short reports are included in the guide. (RE)

0090 ED 178 096
Wallisch, Bill
Using Television Technology to Teach Technical Writing.
Pub Date—May 79
Note—16p.; Paper presented at the International Technical Communication Conference (26th, Los Angeles, California, May 1979); For a related document, see IR 007 848
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Programs, *Educational Television, Engineers, English Instruction, Higher Education, Interdisciplinary Approach, Program Descriptions, Programing (Broadcast), Relevance (Education), Speeches, *Student Developed Materials, *Teaching Methods, *Technical Writing, *Undergraduate Study, *Videotape Recordings
Identifiers—Air Force Academy CO
Technical writing teachers at the U.S. Air Force Academy enhance student motivation by bringing real Air Force writing situations into the classroom through short videotapes which allow students to see how scientists and engineers cope with report writing in their daily work. Also, a special English honors course, which is part of the "Blue Tube" program, teaches technical writing within a special television production context. (Author/CMV)

0091 ED 172 199
Conference on the Teaching of Technical Writing (Carbondale, Illinois, October 20-21, 1978).
Southern Illinois Univ., Carbondale.
Pub Date—Oct 78
Note—55p.
Pub Type— Collected Works - Proceedings (021) — Guides - Classroom - Teacher (052) — Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Community Colleges, Conference Reports, Higher Education, *School Business Relationship, *Teaching Methods, *Technical Writing, Writing (Composition)
The papers in this collection were presented at the second annual conference on the Teaching of Technical Writing at Southern Illinois University at Carbondale. Those from the general session, which are of a philosophical nature, discuss a flexible approach to teaching technical writing, the essentials of a technical writing course, how technical writing teachers can help students with learning disabilities, and technical writing as technical communication. Those from the workshop sessions consider either ways to teach technical writing or the interaction between industry, education, and technical writing. Papers concerned with teaching techniques discuss a "studio" method of instruction, the teaching of technical writing at community colleges, free writing for engineers, and engineering communication. Those on relations with industry discuss the variable meaning of "technical writer" and what qualities industry desires in a technical writer. A list of conference participants is appended. (RL)

0092 ED 170 094
Dubois, Betty Lou
Biomedical Communication Skills for Minority Students.
Spons Agency—National Inst. of General Medical Sciences (NIH), Bethesda, Md.
Pub Date—23 Apr 79
Grant—5T32GMO7667-02
Note—12p.; Paper presented at the Annual TESOL Convention (Boston, Massachusetts, February 27-March 4, 1979)
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Biomedicine, *College Students, *Communication Skills, Course Descriptions, Higher Education, *Honors Curriculum, *Minority Groups, Technical Writing, Undergraduate Study, Verbal Communication, Writing (Composition), *Writing Skills
Identifiers—*MARC Honors Undergraduate Program, New Mexico State University
A course in communications skills for the biomedical sciences is a component unique to the New Mexico State University MARC Honors Undergraduate Program. The program seeks to identify and assist minority students who show evidence of having clear potential to perform at a high level in the biomedical sciences and who show a determination to enter graduate programs leading to a Ph.D. degree. The major objectives of the course are to teach the students to (1) present research papers at scientific meetings; (2) speak to lay groups about their scientific research; (3) write articles for scholarly journals, and (4) write papers on scientific topics for laymen. The method of attack includes analysis of journal articles as to the major divisions of a paper, functions of individual sentences, and flaws in writing. Differences between top level writing for scientists or for laymen are also examined. Tape recordings from scientific meetings provide examples of good and poor spoken presentations and special attention is devoted to repetition of ideas, discourse cues, stylistic integrity and use of visual ideas. Student written work, oral video taped presentations, group editing practices, and instruction in writing proposals are also included. The course helps students to see writing as a process and become aware of the steps necessary to produce a polished piece of work. (Author/DS)

0093 ED 168 347
Sims, Diana Mae
What is Technical English, American Style?
Pub Date—78
Note—12p.; Paper presented at the combined annual meetings of the American Dialect Society and New Ways of Analyzing Variation (7th, Washington, D.C., November 2-4, 1978)
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—English, *English (Second Language), *English for Special Purposes, *Language Patterns, Languages for Special Purposes, *Language Variation, Morphology (Languages), *North American English, Phonology, Postsecondary Education, Rhetoric, Semantics, State of the Art Reviews, Syntax, *Technical Writing, Vocabulary, Writing (Composition)
The rise of American English as the medium for exhange of scientific and technical information worldwide is a linguistic phenomenon. For some time, applied linguists in Britain have provided texts to meet the demand for English for special purposes and English for science and technology. Their works use a British form of language and cover British applications. Lately, American educators also have entered these fields. Typically, they cover the terms and concepts of a particular profession or trade like engineering or the use of hand tools, and they show model forms of technical communication, including resumes, letters, and reports. Technical English, American style, however, is not essentially professional jargon or simply standard English applied to special purposes. It is a distinct variety of American English with definable semantic features, morphology, and syntax. Its lexicon is delimited, and its phonology is characterized by low-level American phonetic rules. Along with the English writing system, it relies heavily on pictorial representation; and its rhetoric, strongly deductive, has distinguishable characteristics. Precise descriptions, like those provided here, may be useful as an aid in developing and implementing instructional materials in technical English. (Author/AMH)

0094 ED 165 160
Collins, Sarah H. Tuttle, Frederick B., Jr.
Technical and Scientific Writing.
National Education Association, Washington, D.C.
Pub Date—79
Note—116p.; Part of the NEA Curriculum Series; A number of pages have small type
Available from—National Education Association, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 1718-8-00, $4.75)
Pub Type— Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Assignments, *Business English, *Course Content, Course Objectives, Higher Education, *Instruction, Learning Activities, Secondary Education, Teacher Education, *Teaching Methods, *Technical Writing, *Writing Skills
The intent of this book is to acquaint teachers with the realistic situations and composing processes that they can use when teaching business, report, and scientific writing. An introductory chapter provides a working definition of technical writing that reflects such essential writing components as recording the experience and having an awareness of the audience, purpose, and format of the communication. Three chapters then discuss the general categories of technical writing (business, report, and scientific), providing explanations of the categories, working definitions illustrated by specific examples, lists of skills necessary to perform the writing tasks, and sample instructional activities for a variety of grade levels (high school and early college). The concluding chapter shows how to implement the discussed ideas in secondary classrooms, focusing on evaluation methods and interdisciplinary approaches. Appendixes provide suggested resources for implementation (an annotated bibliography, suggestions about potential audiences and situations for assignments, and general tips to writers about paragraph organization and editing) and examples of business, report, and scientific writing formats (resumes, job descriptions, laboratory reports, police reports, and abstracts). (RL)

0095 ED 161 035
Stevenson, Dwight W. Klaver, Peter R.
Problem Definition for Problem Solvers: Applying Rhetorical Theory in Teaching Technical Writing.
Pub Date—78
Note—20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978); Figure 1 may not reproduce well due to small type
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Definitions, Higher Education, *Problem Solving, *Tagmemic Analysis, *Teaching Methods, *Technical Writing, Writing (Composition), Writing Skills
Since too many technical students do not get enough experience in problem definition, technical writing teachers can improve the training they provide by introducing their students to principles of tagmemic rhetoric, a problem-solving rhetoric that emphasizes the early stages of the inquiry process. According to tagmemic rhetoric, an adequate problem definition consists of a statement of the problematic situation and at least one unknown. The method for generating problem definitions is a two-stage process of prewriting and writing in which the writer discovers and states the problem in its organizational, technical, and rhetorical contexts. In this way, the writer develops a full understanding of the conflict at issue, the specific technical questions arising from that conflict, and the purpose of the report–the relation of the audience to the problem and its technical aspects. Examples of the way technical writers have used tagmemic theory in work situations and empirical evidence from its use in technical writing courses are indications that tagmemic rhetorical theory can and should be applied to technical writing instruction. (RL)

0096 ED 133 743

Monroe, Judson And Others

The Science of Scientific Writing.

Pub Date—77

Note—111p.

Available from—Kendall/Hunt Publishing Company, 2460 Kerper Boulevard, Dubuque, Iowa 52001 ($4.50 paper)

Pub Type— Books (010)

Document Not Available from EDRS.

Descriptors—Higher Education, *Sciences, Teaching Methods, *Technical Writing, Training Methods, *Writing Skills

Writing is described in a way designed to allow the scientist to gain control over this complex process. Procedures and standards are based upon three concepts: the feedback relationship between thinking and writing, the influence of structure on meaning, and the recognition of reading and writing as conditioned behaviors. The chapters are organized in a logical sequence, each chapter dealing with one step in the process of writing a scientific paper. Within each chapter, the problems that writers usually face at a particular stage are defined and analyzed. Tests to enable writers to evaluate their writing at each step are suggested. Exercises are provided at the end of each chapter. (Author/AA)

0097 ED 123 627

Dudley, Juanita Williams

Griffin in the English Department.

Pub Date—76

Note—11p.; Paper presented at the Annual Meeting of the Secondary School English Conference (Boston, April 2-4, 1976)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Descriptive Writing, Secondary Education, *Teaching Methods, *Technical Writing, Writing (Composition), *Writing Exercises, Writing Skills

Identifiers—*Doublespeak (Public)

This paper examines technical writing at the high school level and suggests methods of teaching technical writing to students. Such topics are discussed as demonstration, mechanism description, causal analysis, detail, spatial order, and chronological order. It is argued that writing about objects can sharpen a writer's powers of observation and accuracy of expression. Two specific exercises are described: writing about razors and a modification of "Monopoly" to teach analysis of a total document for coherence. Technical writing in high school can also combat public doublespeak by making students more careful observers and wary consumers. (TS)

0098 ED 120 775

Young, Art

Rhetoric and Usage in Technical Writing.

Pub Date—Mar 76

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (27th, Philadelphia, Pennsylvania, March 25-27, 1976)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, Educational Philosophy, Expository Writing, Higher Education, *Rhetoric, *Teaching Methods, *Technical Writing, *Writing Skills

Selecting criteria for usage is done in basically the same way for both technical writing and other forms of composition. Similarly, the same rhetorical theory applies to the teaching of both, and proves especially helpful in the teaching of formal report-writing skills in required freshman composition courses. Focusing on the appropriate voice, audience, subject matter, and purpose is vital to the clarity and readability of both formal and creative composition. (KS)

0099 ED 105 506

Vocational and Business Writing: Language Arts Mini-Course.

Lampeter-Strasburg School District, Pa.

Pub Date—73

Note—7p.; See related documents CS202024-35; Product of Lampeter-Strasbury High School

Pub Type— Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business English, Class Activities, Course Descriptions, *Curriculum Guides, English Instruction, Instructional Materials, *Language Arts, *Minicourses, Secondary Education, *Technical Writing, Writing (Composition)

This language arts minicourse guide for Lampeter-Strasburg (Pennsylvania) High School contains a topical outline for a course on technical and business writing. The guide includes a list of five course objectives; an outline of the sequence of instruction in the course; a description of the content, concepts, and writing exercises covered by the course; the presentation of twelve student activities intended to make high school students more aware of the job seeking process; and suggestions for filmstrips and films that complement the sample applications, report forms, analogy tests, and related instructional materials. (RB)

0100 ED 103 901

Brown, Michael R.

Writing and Science: A Freshman Writing Course for Science Majors.

Pub Date—Mar 75

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (26th, St. Louis, March 13-15, 1975)

Available from—Michael R. Brown, Department of English, Western Michigan University, Kalamazoo, Michigan 49008

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Course Descriptions, *English Instruction, Expository Writing, Higher Education, *Sciences, *Technical Writing, Writing Skills

As one of four options under English 105 at Western Michigan University, the course "Writing and Science" is intended to help students become better communicators as they enter college. The first assignments are in technical writing--descriptions of a mechanism, a process or a mechanism in operation, and a behavior. Emphasis in these exercises is on economy of words, letting the organization of the topic organize the writing, and theory and experiment. Two important aspects of the course are the large amount of linguistics covered and the kinds of writing other than scientific writing which the students do, such as biography and speculative prose. Throughout the course, the student becomes aware of the ways in which writing can be useful for a scientist. (JM)

0101 ED 099 844

McGalliard, Roy A., Ed. Fleming, Ruth G., Ed.

How Do You Teach Technical Writing; Proceedings of the Technical Writing Section, Annual Southeastern Regional Conference on English in the Two Year College (9th, Jackson, Mississippi, February 21-23, 1974).

Pub Date—Feb 74

Note—112p.

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Annual Reports, *Conference Reports, *English Instruction, Higher Education, Relevance (Education), *Teaching Methods, *Technical Writing, *Two Year Colleges, Writing Skills

This document presents the proceedings of the technical writing section of the ninth annual (1974) Southeastern Regional Conference on English in the Two-Year College. It is divided into three parts: part 1 contains papers on the relevance of teaching writing and the demands of industry on the technical writer; part 2 contains three papers, each presenting a different approach to the teaching of technical writing; and part 3 consists of the reactions of three experts, David McLean, Roger Esom, and Fred MacIntosh, to the practicum descriptions made by the technical writing teachers in the previous sessions. (RB)

0102 ED 094 388

Dudley, Juanita Williams

Report Monopoly: The Hottest Game in Town.

Pub Date—Apr 74

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 4-6, 1974)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Educational Games, *Expository Writing, Instructional Materials, *Teaching Methods, *Technical Writing, *Writing Skills

A game based on Parker Brothers' "Monopoly" provides a teaching device which helps technical writing students learn to arrange their scientific knowledge logically so that their report conclusions seem inevitable. Each of eight previously written reports is divided into four segments which are then substituted for the properties on the game board. Game objectives are to acquire report segments which are both effective as self-contained units and functional as parts of the total report, and to acquire all four segments comprising a report. With a few exceptions, the game is played according to the standard "Monopoly" rules. Students who recognize coherence and pertinent detail bargain for possession of the four parts of a totally good report. At the end of the game, assets are totaled. Student and teacher evaluations show "Report Monopoly" to be highly successful in generating active learning involvement, in broadening perspectives, and in achieving these objectives within a brief time period. (JM)

0103 ED 088 053

Building Industrial Communications: Listening, Speaking, Writing, Reading. Grade XII.

Natchitoches Parish School Board, La.

Pub Date—73

Note—139p.

Available from—Mr. Trent O. Melder, Coordinator, Matchitoches Central High School, Natchitoches, Louisiana 71457 ($3.75)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Building Trades, Business Communication, *Business English, Class Activities, *Communication Skills, Course Objectives, Curriculum Design, Curriculum Guides, English Instruction, Evaluation Methods, *Grade 12, Grammar, Instructional Materials, Literature, Secondary Education, Student Centered Curriculum, Trade and Industrial Education, *Vocational Education, Writing (Composition)

These curriculum materials correlate the subject matter of English with that of construction trades by incorporating the vocabulary, terminology, concepts, and skills of construction trades into the academic area of twelfth grade English. The five units deal with attitudes, speaking and listening, letter writing and job application, paragraphing, and the research paper. Each unit includes an overview, course objectives, student activities, instructional materials, evaluative materials, and a bibliography which also includes a list of equipment, films, and other supplies. (LL)

0104 ED 088 052

Building Industrial Communications: Listening, Speaking, Writing, Reading. Grade XI.

Natchitoches Parish School Board, La.

Pub Date—73

Note—207p.

Available from—Mr. Trent O. Melder, Coordinator, Natchitoches Central High School, Natchitoches, Louisiana 71457 ($3.75)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Building Trades, Business Communication, *Business English, Class Activities, *Communication Skills, Course Objectives, Curriculum Design, Curriculum Guides, English Instruction, Evaluation Methods, *Grade 11, Grammar, Instructional Materials, Literature, Secondary Education, Student Centered Curriculum, *Vocational Education, Writing (Composition)

These curriculum materials correlate the subject

matter of English with that of construction trades by incorporating the vocabulary, terminology, concepts, and skills of construction trades into the academic area of eleventh grade English. The five units deal with attitudes, career development and oral composition, letter writing and job application, paragraphing, and speaking and listening. Each unit includes an overview, course objectives, student activities, instructional materials, evaluative materials, and a bibliography which also includes a list of equipment, films, and other supplies. (LL)

0105 ED 088 051
Industrial Communication Reading, Speaking, Listening, Writing. Grade XII.
Natchitoches Parish School Board, La.
Pub Date—73
Note—167p.
Available from—Mr. Trent O. Melder, Coordinator, Natchitoches Central High School, Natchitoches, Louisiana 71457 ($3.75)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Business Communication, *Business English, Class Activities, *Communication Skills, Course Objectives, Curriculum Guides, English Instruction, Evaluation Methods, *Grade 12, Grammar, Instructional Materials, Literature, *Power Technology, Secondary Education, Student Centered Curriculum, Trade and Industrial Education, *Vocational Education, Writing (Composition)

These curriculum materials correlate the subject matter of English with that of the trade of power mechanics, by incorporating the vocabulary, terminology, concepts and skills of power mechanics into the academic area of twelfth grade English. The seven units deal with getting to know yourself and others, speaking and listening, paragraphing, research, letter writing and job application, oral composition, and money management. Each unit includes an overview, course objectives, student activities, instructional materials, evaluative materials, and a bibliography which also includes a list of equipment, films, and other supplies. (LL)

0106 ED 083 581
Industrial Communication: Reading, Speaking, Listening, and Writing, Book 2.
Natchitoches Parish School Board, La.
Pub Date—73
Note—99p.; See related document CS 200 670
Available from—Mr. Trent O. Melder, Coordinator, Natchitoches Central High School, Natchitoches, Louisiana 71457 ($3.75)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Attitudes, Behavioral Objectives, *English Instruction, *Industrial Education, Listening Skills, *Mechanics (Process), Paragraph Composition, *Secondary Education, Speech Skills, *Teaching Guides

Designed to correlate the subject matter of English with that of power mechanics, this course guide (1) provides the student with the opportunity for utilizing the skills gained in power mechanics to enter into a vocation and (2) provides the student with enough knowledge to consider post-secondary study. Objectives are divided into four categories—program, performance, process, and activities. Included are all activities with which a student will be involved in a teaching situation, evaluation materials, worksheets, guides, and other materials that can be used. Each unit concludes with a bibliography which is preceded by a list of equipment, films, and other supplies. The guide is divided into two volumes—this second volume covers letter writing, oral composition, insurance, and postal and banking information. (HOD)

0107 ED 041 928
Estrin, Herman A.
An Engineering Report Writing Course That Works.
Oregon State Univ., Corvallis.
Pub Date—68
Note—3p.; Reprint from Improving College and University Teaching, W 1968, p28-30
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Colleges, Course Descriptions, Course Objectives, *Course Organization, Engineering, *Engineering Education, English Curriculum, *English Instruction, Student Writing Models, *Technical Writing, *Undergraduate Study, Writing (Composition), Writing Exercises, Writing Skills, Written Language

Students' verbatim comments reflect the enthusiasm toward writing which is generated by the course. The author discusses the course design, citing the texts used, including readings from master, technical report writers. Description of the curriculum leads progressively from textual analysis through the final phase in which students are urged to publish their own articles. (RL)

PERSUASIVE WRITING

0108 ED 200 973
Mistichelli, Bill
Using Letters to the Editor as Teaching Examples: Some Opening Strategies for Instructors of Persuasive Discourse.
Pub Date—Mar 81
Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).
Pub Type— Opinion Papers (120) — Speeches/-Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, *Content Analysis, Higher Education, *Language Usage, Letters (Correspondence), *Persuasive Discourse, Rhetoric, *Teaching Methods, *Writing (Composition), *Writing Instruction
Identifiers—*Letters to the Editor

The opportunity to discover the flaws in newspaper letters to the editor and to evaluate the ensuing consequences can help beginning persuasive writing students, who have had little practice at forming arguments, begin to conceptualize for themselves the ways that principles of persuasive discourse apply in particular writing situations. The study and application of these principles can provide a point of departure from which students can advance their reading and writing to more complex forms of argument. For example, two writing assignments based on class analysis of a letter concerning the hostage crisis in Iran first showed the students how the letter's language was working to reveal the writer and then how the students' language would characterize them as surely as the language of the first writer. An assignment in which the need to integrate emotions and values was essential to their argument sharpened the students' focus on the way language functions in persuasion. Overall, the students' close attention to language got them beneath the surface of each letter of the motives and judgments behind the words. (HTH)

0109 ED 188 184
Kelly, Kathleen A.
Decentering and Identification: Making Argument the Core of the Composition Course.
Pub Date—Mar 80
Note—17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Essays, *Expository Writing, Higher Education, Identification (Psychology), *Persuasive Discourse, *Sequential Approach, Student Attitudes, Student Interests, *Teaching Methods, *Writing (Composition), *Writing Instruction

A writing course structured on the principle that personal experience essays should be written as arguments that draw out a conflict or opposing view can help student writers avoid producing prose that is either too abstract or too concrete. Students can be taught to approach the personal essay as a special type of argument on a particular controversy to a significant audience. First emphasizing the importance of audience, defined as the specific opinion, attitude, or ignorance that a piece of prose attempts to affect or change, and then leading students to see what they have learned or how their attitudes have changed about a subject, composition teachers can help students define their own previous attitudes as the audience for their arguments. A course designed around a sequence of assignments dealing with conflict progressively more external to the student might be managed in three phases: first, papers based on personal experience from which the student learned something significant; second, papers arguing with someone the student knows personally; and finally, papers based on readings in which the student argues with an unknown other, a professional writer or essayist. Such a course should enable students to make the connection between their own private experiences and issues significant to the society outside their private world. (AEA)

0110 ED 186 897
Fahnestock, Jeanne Secor, Marie
Invention in Argument.
Pub Date—Mar 80
Note—12p.; Paper presented at the Annual Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Critical Thinking, Decision Making, *Discourse Analysis, Higher Education, *Logical Thinking, *Persuasive Discourse, Problem Solving, *Teaching Methods, *Writing Instruction

A genre approach to teaching the argumentative essay in composition classes has been developed. The need for this approach emanated from problems associated with the other methods of teaching persuasive discourse, such as the logical/analytic, content/problem solving and rhetorical/generative approaches. The genre approach depends on the identification of four types of propositions: categorical propositions, causal statements, evaluations, and proposals. Practice in identifying and writing arguments for these statements provides a structure for learning that avoids extensive and unnecessary diversions into inductive and deductive logic, while keeping to the principles of sound reasoning. The teaching method progresses from simple, basic units (the categorical propositions) to the complex combined types (proposals), giving students structures they can fill with any kind of content. This classification of arguments into types can also be turned into a method of analyzing argumentative discourse. (RL)

0111 ED 176 257
Eckhardt, Caroline D. Stewart, David H.
Towards a Functional Taxonomy of Composition: "Today We Have Naming of Parts."
Pub Date—Apr 79
Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type— Opinion Papers (120) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classification, Descriptive Writing, English Instruction, Expository Writing, Higher Education, *Persuasive Discourse, Secondary Education, Teaching Methods, *Writing (Composition)

Teaching writing on the basis of purposes has certain advantages over teaching on the basis of techniques. The primary advantage is the greater resemblance to "real writing." Most student writing is apprentice work, as students themselves know, but it is far easier to point to nonacademic analogues of the categories of purpose (definition, substantiation, evaluation, and recommendation) than it is to point to the techniques standing alone (exposition, description, narration, process analysis, comparison/contrast, classification, analogy, and so forth). A second advantage of an approach through purposes is that students see progress in their knowledge of rhetoric, for the categories themselves are incremental, building from definition to recommendation. Finally, the approach to writing through purposes returns emphasis to first principles, placing priority on what is needed rather than on how to go about what is needed. Bringing purpose to the fore also brings value implications to the fore, such that once a goal is stated its appropriateness can be addressed. (RL)

0112 ED 166 701
Stone, William B.
Advertising and Student Rhetoric.
Pub Date—78
Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Advertising, Assignments, Course Content, *English Instruction, Higher Education, *Persuasive Discourse, *Rhetoric, *Teaching Methods, *Writing (Composition), *Writing Skills
Rhetoric, the persuasive use of language to influence public thought and action, is experienced in advertising, and advertising can be used as a medium for teaching rhetoric. Advertising demonstrates both admirable and creative use of English and despicable corruption of both language and thought. Both aspects can be employed in teaching composition. In one course that used advertising as a basis for teaching composition, students were assigned six papers on advertising topics during a semester. The six topics were: explain why an ad is effective; discuss a poor ad; compare or contrast two ads on any basis; write a public service ad and explain why it is effective; argue that advertising is one of society's evils, that it ought to be controlled by the government, or that it benefits the consumer; and write on a controversial thesis regarding some aspect of advertising in the United States. Students learned about variety in diction, connotations, sentence structure, openings, use of detail, economy of expression, the sound of language, and persuasion through indirection. (TJ)

0113 ED 059 209
Klein, Marvin L. Grower, Burton L.
An Assessment of the Effectiveness of Symbolic Logic in the Teaching of Composition. Final Report.
Cooperative Educational Service Agency 10, Plymouth, Wis.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-9-E-058
Pub Date—Oct 70
Grant—OEG-5-9-595058-0039(010)
Note—65p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Educational Research, English Instruction, Essays, *Logical Thinking, *Persuasive Discourse, Rhetoric, Secondary Education, Sentence Structure, Student Evaluation, *Symbolic Language, Teacher Attitudes, *Teaching Methods, *Writing (Composition), Writing Skills
This research project was carried out to test the hypothesis that symbolic logic instruction, if taught in a secondary school field situation in a way which included specific applications to argumentative composition, would effect greater improvement in composition and logical sentence analysis than if the students received little or no instruction in composition in an English program. Eighteen English teachers, in grades 9 to 12, from seven schools systems, taught symbolic logic to some of their classes. Seventeen replications of the study and three replications of a control class were obtained. The study produced 1264 pupil essays for scoring and analysis. Results of the study include: (1) logic instruction had a statistically significant effect on scores on the sentence logic test; (2) logic instruction produced no noticeable improvement on pupils' essay writing; and (3) twelve teachers were generally positive in regard to their plans to teach logic again. Five appendixes are included: A. Logic Test; B. Directions to Students for Essay Writing; C. Guidelines for Evaluation of Essays; D. Subgroup Mean Scores on Sentence Discrimination Test; E. Subgroup Mean Scores for Essays. The results of the data analysis are given in 16 tables. (DB)

LITERARY WRITING/ FICTION, AUTOBIOGRAPHY, JOURNALS

0114 ED 203 349
Markus, Sharyn
Ten Minute Writing Activities.
Pub Date—Mar 81
Note—110p.; Paper presented at the Annual Meeting of the Regional Conference of the Colorado Language Arts Society and the National Council of Teachers of English (Colorado Springs, CO, March 13-15, 1981).
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Class Activities, *Classroom Techniques, Convergent Thinking, *Creative Writing, Figurative Language, *Imagery, Junior High Schools, *Language Styles, Language Usage, Motivation Techniques, *Poetry, Writing Exercises, *Writing Instruction, Writing Skills
Designed with junior high school students in mind, the activities in this booklet are offered as ways to stimulate interest in writing using as little as ten minutes of class time. The activities are arranged in six sections: (1) developing observation skills and paying attention to details; (2) word play, descriptive words, and word collections (outdoor words, lazy words, city words, soft words); (3) writing practice with puns, palindromes, idioms, and alliteration; (4) writing within standard poetry structures, such as cinquains, couplets, diamante, haiku, quatrain, senryu, sijo, and tanka; (5) working with "now" poetry, such as apologies, clerihews, epitaphs, haikon, limericks, and parody; and (6) word plays, such as answering riddles, using one word in many different contexts, personifying an object, writing invitations, and using colors to write common expressions. (RL)

0115 ED 199 695
Henkins, Kathryn
Writing: Different Motivational Approaches.
Pub Date—Nov 80
Note—13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (70th, Cincinnati, OH, November 21-26, 1980).
Pub Type— Opinion Papers (120) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Anthologies, Classes (Groups of Students), *Classroom Environment, *Creative Writing, Fiction, Grading, Higher Education, *Motivation Techniques, Poetry, Secondary Education, Writing Evaluation, *Writing Instruction, Writing Skills
Identifiers—*Heterogeneous Classrooms
Teaching poetry and fiction writing is most effective in classes where the student population is heterogeneous. The experienced writers help the beginners improve and the beginners provide a critical audience for the more advanced writers. Diversity in age and worldliness challenges the creative writing instructor to provide the opportunity for all the different perspectives and kinds of writing to emerge and provides a healthy, motivating atmosphere for student writers. Creative writing classes provide the real-life environment that can motivate students with writing weaknesses to practice and master the basics of grammar, spelling, and punctuation. The broader audience confronting the student whose writing will be read by a diverse class also motivates the student to write so that those with different perspectives and experiences will understand. Anthology readings successfully establish a common ground of understanding that prevents alienation of students from each other, and exposes them to different writing techniques and styles. The most successful grading policy in a diverse creative writing class is one of lengthy written comments on papers and letter grades based on consistent participation and completion of assignments. (HTH)

0116 ED 196 031
Williams, Judith L.
Using the Second "R" Project, ESEA Title IV-C, August 20, 1978-September 30, 1980. Project Termination Report.
Cleveland Public Schools, Ohio. Div. of Research and Development.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—30 Nov 80
Note—207p.; May be marginally legible due to colored pages.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Creative Writing, Elementary Education, *Instructional Materials, *Material Development, Program Descriptions, *Program Evaluation, Teaching Methods, *Writing Instruction
This is the final report of the Using the Second "R" Project, which was designed to provide elementary school teachers in the Cleveland (Ohio) public schools with a kit of instructional strategies and evaluative instruments for use in the development of their students' creative writing skills. The report contains a narrative account of the needs assessment that prompted the project; a description of the project, its goals and outcomes; dissemination information; conclusions and recommendations from the evaluation study; and a description of the implementation of the project in fifth grade classrooms. Among the items provided in the extensive appendixes are: (1) a sample lesson, (2) contents of the writing kit, (3) unit tests, (4) tables of test results, and (5) copies of letters and forms used in the project. (FL)

0117 ED 189 647
Bryant, Paul T.
Nature Writing: Giving Student Writing a Usable Tradition.
Pub Date—Mar 80
Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Course Content, Creative Writing, *Descriptive Writing, Environmental Education, Expository Writing, Field Trips, Higher Education, Teaching Methods, *Writing (Composition), *Writing Exercises, *Writing Instruction
Identifiers—*Nature
This paper describes a year-long, college senior composition course based on nature writing and open to students from all content areas. Nature writing is defined as writing about nature with the specific requirement that the writer must remain true to the objective facts of nature while at the same time presenting the human response to, and the human relationship with, nature. The lecture and laboratory portions of the course are described and the course textbooks and required readings are listed. The first semester is described as a crash course in Western civilization, and the second semester as a synthesis of the techniques, elements of style, and modes of development that students have drawn from the writing models studied. The four modes of discourse emphasized in the course are explained (description, appreciation, interpretation, and persuasion), as are the exercises assigned to practice those writing modes. The following methods and objectives are said to be emphasized in the course: (1) connecting reading to writing assignments, (2) developing a critical writing distance that combines both informational and aesthetic stances, (3) writing assignments patterned to relate to the discourse modes, (4) extensive field trips to sites that motivate descriptive writing, and (5) peer critiques and guided revision sessions. (AEA)

0118 ED 186 899

Self, Judith S.

Creative Writing Strategies and Activities that Inculcate Writing Skills Useful for Creative or Expository Writing.

Pub Date—Oct 79

Note—67p.; Paper presented at the Annual Meeting of the Virginia Association of Teachers of English (10th, Richmond, VA, October 12-14, 1979). Best copy available.

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Creative Writing, Elementary Secondary Education, English Instruction, Figurative Language, *Language Arts, Literary Devices, Literary Genres, *Self Expression, *Skill Development, Teaching Methods, *Writing Exercises, *Writing Instruction, Writing Skills

There are a number of reasons for using creative writing in elementary and secondary English curricula. When students practice using figurative and literal language, they improve their speaking abilities, and their language becomes more concrete, more explicit, more descriptive, and more interesting. Writing poems and short stories forces students to discipline their writing, emphasizes conciseness, and sharpens grammar skills. Additionally, writing within these art forms teaches students how to read the forms, developing analytical skills that expository writing assignments cannot always approach. Knowledge of the elements of specific literary forms can also be taught through creative writing and are important in constructing a repertoire of writing skills. Self-expression is always an ingredient in all good critical essays, descriptions, and explanations. As students write and analyze literature and their own writing, they develop a better understanding of the different levels of English usage that are appropriate to a particular form of writing. Creative writing, then, is a good medium for teaching rhetorical writing skills and for integrating the various elements of the English curriculum. (An appendix provides creative writing activities at the word, phrase, sentence, paragraph, and multi-paragraph levels.) (RL)

0119 ED 186 888

Woodson, Linda

A Two-Process Model of Paragraph Development.

Pub Date—Mar 80

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Creative Writing, Deep Structure, Descriptive Writing, Higher Education, *Imagery, Metaphors, *Paragraph Composition, Paragraphs, Teaching Methods, *Writing (Composition), *Writing Instruction, *Writing Skills

Paragraph writing mediated by imagery is richer, more flexible, and more creative than that produced by the somewhat impoverished, predictable, one-process model usually taught in composition classes. Since the writing advice given students differs considerably from the practice of professional writers, students should be given exercises that not only help them use concrete evidence or factual support for topic sentences (the one-process model) but also help them build image-producing figures to develop topic sentences (the two-process model). Analysts of language have recognized that language has an underlying substrata of imagery–what Noam Chomsky called "deep structure"–but they have never applied it specifically to the paragraph. A review of imagery schemes that could apply to paragraph development produced a list that includes repetition, regression, opposition, metaphor, implied metaphor (catachresis), representation, reduction, and allegory. Sample paragraphs from professional writing can illustrate the use of these image-producing figures and can help students become conscious of techniques that may be unconscious in the minds of professional writers. (AEA)

0120 ED 181 454

Fadiman, Clifton Howard, James

Empty Pages: A Search for Writing Competence in School and Society.

Council for Basic Education, Washington, D.C.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—79

Note—166p.

Available from—Fearon Pitman Publishers, Inc., 6 Davis Dr., Belmont, CA 94002 ($7.95 cloth, $5.95 paper)

Pub Type— Books (010) — Information Analyses (070) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Academic Ability, *Educational Change, *Educational Improvement, Educational Needs, *Educational Problems, Elementary Secondary Education, *English Instruction, Higher Education, *Language Ability, Language Usage, Social Problems, Student Characteristics, Student Improvement, *Writing (Composition)

Based on the work of 11 women and men from the Commission on Writing formed by the Council for Basic Education, this book concerns the necessity and rewards of learning to write. The book stresses teaching and learning writing in the English class, but it also views writing activities as parts of general education. Considering the unsatisfactory state of writing that currently prevails in elementary and secondary schools, the book analyzes both the origins of that state and the alternatives open to teachers and students. Following a conceptualization of the problem in chapter one, the remaining chapters of the book discuss writing and the environment, why people write, what writing is, the conditions of learning, the conditions of teaching, and the outlook for writing improvement. Appendixes provide resources about writing instruction and a selected list of children's books. (RL)

0121 ED 178 939

Karlson, Robert E.

Words Out of Silence.

Pub Date—[78]

Note—13p.

Pub Type— Opinion Papers (120) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cerebral Dominance, *Cognitive Processes, Creative Development, *Creative Thinking, *Creative Writing, Educational Theories, Fantasy, *Imagination, Teaching Methods, *Writing (Composition)

A theory of teaching creative writing that involves preconscious learning is presented in this paper. Following a review of the literature on methods of developing writing ability, the paper describes a three-step creative process of preparation (the gathering and study of appropriate materials), incubation (the preconscious absorption and shaping of these materials), and illumination (the insight that provides shape, meaning, and originality to the material). The discussion emphasizes the third step, illumination, and the necessity for quieting the left hemisphere (cognitive portion) of the brain to free the right hemisphere (imagery-producing portion) of the brain to stimulate artistic or theoretical creativity. Meditation is suggested as an effective way of controlling left hemisphere "chatter." (AEA)

0122 ED 177 600

Smelstor, Marjorie, Ed.

A Guide to Using Dramatic Performance and Oral Interpretation in the Writing Class.

Wisconsin Univ., Madison. Dept. of English.; Wisconsin Univ., Madison. School of Education.; Wisconsin Univ., Madison, Univ. Extension.

Pub Date—79

Note—60p.; For related documents, see CS 205 097-100, CS 205 182, and CS 205 240

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Creative Writing, *Drama, Dramatics, Elementary Secondary Education, Guides, *Interpretive Reading, *Theater Arts, *Writing (Composition), *Writing Exercises, Writing Skills

Identifiers—Wisconsin Writing Project

The dramatic performance and writing activities in this guide are applicable to all grade levels and content areas. Methods are suggested for selecting material for oral interpretation and dramatics, and specific student activities are listed in the following areas: monologue, dialogue, and conversation; oral reading of prose, poetry, and drama, and storytelling; professional theatre, amateur productions, television, and film; videotaping, tape recording, and recordings; classroom productions; theatre games, charades, and pantomimes; radio plays; improvisation; role-playing; and imaging. Bibliographies of stories for oral reading and dramatics and of resource materials are included. (AEA)

0123 ED 177 576

Murphy, Gratia

Pictures in the Clouds: Teaching Writing As a Playful Activity.

Pub Date—Apr 79

Note—18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Creative Thinking, Creativity, Higher Education, *Imagination, Productive Thinking, *Teaching Methods, *Writing (Composition), *Writing Processes, *Writing Skills

Identifiers—Invention (Rhetorical)

Too often college composition students see language as an end in itself, rather than as a means to realization of self and world, and teachers need to establish a classroom environment that stimulates and demands that students use their language to find out about themselves. Techniques helpful in shaping composition classes toward this end include: begin writing classes by examining style, particularly writing style that appeals primarily to the senses; reduce poetry to single prose statements and turn directions into poetry; play the "sentence game," mixing student and professionally produced sentences for identification; explain the linguistic concept of nominalization and the power–and danger–that lies in naming; recall language's affinity to play in the imaginations of children; use cartoons to illustrate the ability to shape reality or to re-view the world; demonstrate how distance, time, and familiarity influence perception in the context of interviews with foreign students; and finally, incorporate science fiction to lead students to contemplate a world far different from theirs. (Suggestions for specific writing assignments are included.) (AEA)

0124 ED 166 717

Hache, Marlene D.

Can Creative Writing Be Taught?

Pub Date—[74]

Note—20p.; Research prepared at Washington State University

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiovisual Aids, *Creative Development, *Creative Writing, *Educational Research, English Instruction, Grade 9, Learning Activities, Pictorial Stimuli, Secondary Education, *Teaching Methods, Units of Study, Writing (Composition)

An experimental design used to test the teachability of creative writing included pretesting and posttesting, control and experimental groups (composed of a total of 101 ninth grade students of average ability), and an intensive three-week teaching unit on creative writing. The treatment unit included extensive use of audiovisual materials and experimental programs. The compositions from pretesting and posttesting were rated by three judges, using a set of criteria and a rating scale drawn up by the researcher. The general hypothesis that creative writing can be enhanced by an intensive program or teaching unit was not supported by the data. (Author/RL)

0125 ED 158 818

Boegeman, Margaret Byrd

Autobiography in English Composition.

Claremont Graduate School, Calif.

Spons Agency—Andrew W. Mellon Foundation, New York, N.Y.; Department of Health, Education, and Welfare, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—Jun 78

Note—27p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Autobiographies, College Freshmen, Community Colleges, Course Content, Descriptive Writing, *English Instruction, Expository Writing, Reading Assignments, Self Actualization, Self Expression, *Two Year Colleges, *Writing (Composition), *Writing Exercises, Writing Skills

In order to minimize the dread which students and teachers alike often feel toward freshman composition courses, it is important to involve students in reading and writing assignments which are of interest and importance to them. Autobiography, as a subject for study and a focus for writing, can be a great motivator and an expediter of the learning process in English composition. The form is easy to read and interesting for the students; at the same time, it is instructive about writing style. Writing autobiography has many of the same advantages and also instills confidence and incentive in students who may have little of either. It prompts them to consider philosophic values and historical process as well as experiment with basic patterns of writing. In the classroom, the student begins with simple patterns, such as using the narrative style to describe an event. Later when the student addresses discoveries and relationships, more complex patterns, such as illustration, definition, analysis, and comparison/contrast, are used. Other forms of exposition, and other modes of autobiography can then be explored; the genre of autobiography is an effective vehicle for expression of history, social values, aesthetic form and linguistic skills. (MB)

0126 ED 158 291

Applegate, Maurice

Creative Writing Isn't Magic. Success-In-Teaching Series.

Association for Childhood Education International, Washington, D.C.

Pub Date—78

Note—9p.

Available from— Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 ($0.75 paper)

Pub Type— Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Childrens Literature, Cognitive Development, *Creative Writing, *Descriptive Writing, Elementary Education, *Enrichment, *Enrichment Activities, Humor, Imagery, Poetry, Reading Aloud to Others, Stimulation, *Student Motivation, *Teaching Methods, Vocabulary Development, Writing Skills

Elementary school students can learn to write creatively if the teacher offers stimulation through informative and enriching experiences and provides daily opportunities for writing experiences. Enrichment can involve books, field trips, radio, television, guest speakers, maps, and sense experiences–anything that broadens the knowledge of the student. To assist the writing process itself, the teacher can plan sessions for sharing ideas, work with words and imagery, show the students how to observe a pet and describe it, offer first lines for stories, read humorous books and limericks to motivate the students toward lighter writing (or writing for fun), and decorate the classroom with items that challenge students to write about them. In addition to providing for daily writing periods, the teacher should read aloud to the students from all types of literature, especially poetry. Through exposure to a variety of reading, students not only enrich their experiences, but are encouraged to experiment with a number of writing styles. (MAI)

0127 ED 150 592

Gee, Tom

Creative Writing in High School.

Pub Date—76

Note—27p.; Not available in hard copy due to marginal legibility of original document

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Creative Writing, Directories, *English Instruction, *Periodicals, Secondary Education, Student Participation, *Teaching Methods

Identifiers—*Professional Journals

Designed to help high school teachers improve their creative writing courses, this document stresses the value of submitting students' work to professional publications. Separate sections examine general rules for teaching creative writing, present background information on creativity, discuss benefits and problems involved in submitting students' work for publication, and list possible outlets for student writing. Also included are a discussion of a junior high school creative writing program, with examples of student writing, and a presentation of three stories by high school students both originally published in "Alberta English." (GW)

0128 ED 147 859

Zavatsky, Bill, Ed. Padgett, Ron, Ed.

The Whole Word Catalogue 2.

Pub Date—77

Note—344p.

Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 ($6.95 paper)

Pub Type— Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Audiovisual Instruction, *Creative Development, *Creative Writing, Elementary Secondary Education, English Instruction, Fine Arts, Interdisciplinary Approach, *Language Arts, Learning Activities, Learning Processes, Resource Materials, Student Publications, *Teaching Methods, *Writing (Composition)

In this collection, numerous professional writers who have worked with students in public school classrooms offer ideas for helping students learn to write creatively. The ideas are grouped into six major sections: "Teaching Writing," "Writing Ideas" (gimmicks, letters and dialogues, writing from observation, writing and literature), "Drama, Film, Video, Music, Art, and Publication," "Studying Society," "Handle with Tender Loving Care" (dealing with children's special needs), and "Inside School and Out." In addition to providing practical suggestions and teaching strategies, the writers contribute thoughtful discussions about their own teaching successes and failures and about many issues related to creativity, teaching, and learning. The book includes annotated bibliographies of varied resources for the teaching of writing, and it provides many examples of student work. (GW)

0129 ED 131 473

Creative Writing Cookbook: A Collection of Instructional Strategies That Have Encouraged Students to Write. An Instructional Bulletin. Publication No. SC-729.

Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.

Report No.—SC-729

Pub Date—75

Note—178p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Creative Writing, Descriptive Writing, Expository Writing, Poetry, Prose, Secondary Education, Short Stories, Teaching Guides, *Teaching Methods, *Writing (Composition), Writing Skills

The material in this book, contributed by teachers in the Los Angeles area, consists of instructional assignments and successful strategies for teaching creative writing at the secondary level. Sample lessons are grouped under broad categories (getting started, writing prose, writing verse, and miscellaneous instructional gambits) and contain ideas applicable to several levels of instruction and of individual student ability. Some of the activity topics are journal writing, creating mood, capturing body language and inflection, using comic strips, story starters, news article into story, man the myth maker, the overhead projector as motivator, an updated Lochinvar, radio script, writing a play, scenes from the theater of the absurd, the human spirit, humorous memoirs, digestive poetry, painting pictures with words, along heroic lines, and lesson on the sonnet. (JM)

0130 ED 119 206

Allen, Lee E., Ed.

Composition.

New England Association of Teachers of English.

Pub Date—75

Note—41p.; NEATE is an affiliate of the National Council of Teachers of English

Journal Cit—The Leaflet; v54 p1-40 Entire Issue Spring 75

Pub Type— Journal Articles (080)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Creative Writing, Elementary Secondary Education, *English Instruction, Language Arts, Propaganda, Teaching Methods, *Technical Writing, *Writing (Composition), *Writing Skills, Written Language

This special issue of "The Leaflet" focuses on various aspects of composition. Included are articles on such topics as writing instruction as a process, not a product; technical writing in high school; using "junk" material to stimulate creative writing; discovering one's own voice in writing; teaching writing to high school students by instilling confidence; writing for particular magazines; and teaching propaganda techniques. (TS)

0131 ED 116 206

Bova, Ben

Notes to a Science Fiction Writer.

Pub Date—75

Note—177p.

Available from—Charles Scribner's Sons, 597 Fifth Ave., New York, New York 10017 ($6.95 cloth)

Pub Type— Books (010)

Document Not Available from EDRS.

Descriptors—Characterization, *Creative Writing, Fiction, *Science Fiction, *Short Stories, Student Writing Models, *Writing Exercises, Writing Skills

This book deals with short-story writing only and concentrates on the science fiction short story. The book is written by the editor of "Analog Science Fiction Magazine" and is intended for those people who are interested in writing science fiction. The 14 chapters discuss such topics as the theory of chapter, practicing chapter writing, the theory of background, practicing background writing, the theory of conflict, practicing conflict writing, the theory of plot, and practicing plot writing. Four short stories, "Fifteen Miles," "Men of Good Will," "Stars, Won't You Hide Me?" and "The Shining Ones," are included in this book as examples of good writing. (TS)

0132 ED 052 184

Furner, Beatrice A.

Creative Writing for Self-Understanding: Approaches and Outcomes.

Pub Date—Nov 70

Note—16p.; Speech given at the Annual Convention of the National Council of Teachers of English (60th, Atlanta, November 1970)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, *Creative Writing, *Elementary School Students, *Language Usage, *Self Concept, *Teaching Methods

Creative writing is considered as a form of creative expression in which the child expresses his ideas, feelings, or reactions. This expression is original and spontaneous, and allows the child to organize his experiences so that they assume a personal meaning. With this experience, the child, through the process of symbolization, adds to his identity. The methodology and creative process steps in a creative writing experience are: (1) motivation period in which to generate interest, develop a mood, and create a need to write; (2) exchange of ideas to crystallize each child's thinking; (3) writing period; (4) exchange of ideas; and (5) follow-up activities, if appropriate. The means for accomplishing

each of these steps are described. Since the goal of the experience is self-understanding and awareness of the world in relation to self, the teacher will have to know children well, participate openly with them, and observe them closely both in the process and following it in order to sense growth. Examination of the product as to uniqueness, ability to communicate, mood or feeling, effective use of language, and the effect of the writing on the audience can be of value. (DB)

0133 ED 039 213
Hahn, Harry T.
Elementary Composition--A Humanistic Activity.
Wisconsin Council of Teachers of English.
Pub Date—Apr 68
Note—5p.
Journal Cit—Wisconsin English Journal; v10 n3 p15-19 Apr 1968
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Creative Activities, Creative Expression, Creative Writing, Creativity, Descriptive Writing, *Elementary Education, Elementary School Students, Expository Writing, Individualism, *Self Expression, *Teaching Methods, Verbal Communication, *Writing (Composition)
Creative writing provides a healthy outlet for childrens' personal problems and feelings, often presents them with satisfying solutions to their psychological needs, and gives the students an important sense of success and personal accomplishment. Factors conducive to self-expression include stimulation of the student through the teacher's reading selections aloud, aiding a child by writing his dictated story, or encouraging his imaginative ideas. Self-expression thrives in a classroom atmosphere where students may experiment with verbal and visual communication without fear of criticism or censure. [Not available in hard copy due to marginal legibility of original document.] (JM)

0134 ED 031 481
àDolch, E.W.Ö
Language Arts Philosophy.
Woodstock Community Consolidated District Number 10, Ill.
Pub Date—[68]
Note—30p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Communication (Thought Transfer), *Creative Writing, Educational Philosophy, Elementary Education, *English Instruction, Individual Development, Individual Differences, *Language Arts, Language Skills, Learning Readiness, Spelling, Teaching Guides, *Teaching Methods, *Writing (Composition), Writing Skills
This document articulates a philosophy of language arts that is based on the teacher's recognition of the need for an idividualized rate of growth for each child. Writing is presented as a personal and practical means of communication, and writing skills are listed that should be taught in the writing program. The goals for an effective creative writing program are then discussed, which include providing each child with a proper atmosphere and sufficient time to write, guiding the child to an understanding of the form of good writing, familiarizing him with proofreading procedures, preparing cumulative records, and holding periodic conferences to help him evaluate his growth. The appendices present a suggested daily plan for teaching creative writing, a proposal of specific proofreading procedures all students should follow, and a spelling list of 200 commonly used words. (JB)

0135 ED 022 779
Everts, Eldonna L.
Dinosaurs, Witches, and Anti-Aircraft: Primary Composition.
Pub Date—Feb 66
Note—7p.
Journal Cit—Elementary English; v43 n2 p109-14 February 1966
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Creative Activities, Creative Teaching, *Creative Writing, Discussion (Teaching Technique), *Evaluation Criteria, Fables, *Primary Education, Story Reading, Student Evaluation, Teaching Methods, *Writing (Composition), Writing Skills
The composition teacher in the primary grades should emphasize content and ideas, not form and properly written expression, to develop the students' interest in writing. By surrounding the students with fine literature, by presenting them with model stories to imitate, and by letting them make up alternate endings and illustrations for stories, the teacher encourages original thought and pleasure in writing. Another approach, the group planning of a story to illustrate a fable, not only increases the students' appreciation for this type of literature, but also requires an abstract level of thinking. In correcting papers, the teacher should avoid close grading and requiring the story to be recopied; for the evaluation of a paper should depend on content and communication of thought rather than on "correct" mechanics. (LH)

0136 ED 021 824
Eichenberg, Mary Ann
Bringing a Class to Its Senses.
Pub Date—Sep 65
Note—5p.
Journal Cit—English Journal; v54 n6 p515-18 Sep 1965
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Creative Writing, *Descriptive Writing, *English Instruction, Language Enrichment, Secondary Education, Sensory Experience, *Teaching Methods, *Writing (Composition), Writing Skills
Students can be taught to create vivid, colorful descriptions. To train their senses and sharpen their word choices and images, they can be asked to (1) list specific adjectives to describe such an image-producing word as "ocean," (2) substitute sharply-etched verbs for general ones in a given sentence, (3) record day-to-day observations in a notebook, (4) divide the description of a meal cooked at home into the categories of the five senses, (5) describe accurately a number of items to be touched, tasted, heard, smelled, or seen, (6) study sensory appeals in advertising and compose commercials themselves, (7) list the sensory experiences possible in an English classroom and compose a theme incorporating items from the list, and (8) visit a location which has outstanding sensory appeal, taking detailed notes and later writing about it. Such activities as these teach students to observe detail carefully, sense subtle shades of meaning, select exactly the right word, make fresh observations, and become aware of the stylistic differences of authors. (JB)

LITERARY WRITING/POETRY

0137 ED 198 548
Bush, Gloria S., Ed.
From Fluorescent Sandpaper to Shiny Orange Poems.
Philadelphia School District, Pa. Durham Child Development Center.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date—74
Note—134p.
Available from—Learning Centers Project E.S.E.A., A Title I program of the School District of Philadelphia, Durham School, 16th & Lombard Sts., Philadelphia, PA 19146 ($3.00).
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Child Language, *Classroom Techniques, *Creative Writing, Elementary Education, Imagery, *Language Acquisition, *Poetry, *Writing Instruction
This booklet contains one teacher's experiences with teaching poetry to children, offering suggestions and insights about organizing the subject matter, preparing a conducive physical environment, and practicing with various poetic forms. Sections of the booklet discuss the characteristics and behaviors of writing room teachers, the organization of the space set aside for writing and reading poetry, the reasons for using poetry in child language development, types of poetry (including diamantes, cinquains, and haiku), and the use of group writing in poetry instruction. The final section of the booklet lists resources for teaching poetry. (RL)

0138 ED 185 593
Gallo, Donald R., Ed.
Poetry: Reading, Writing, and Analyzing It.
Connecticut Council of Teachers of English.
Pub Date—79
Note—135p.; The Connecticut Council of Teachers of English is an affiliate of the National Council of Teachers of English.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 36117, $4.25 member, $5.00 nonmember)
Journal Cit—Connecticut English Journal; v10 n2 Spr 1979
Pub Type— Collected Works - Serials (022) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Creative Writing, *Critical Reading, Elementary Secondary Education, *English Instruction, Higher Education, Literary Criticism, *Poetry, *Teaching Methods, *Writing Instruction
The theme of this issue of the "Connecticut English Journal" is poetry instruction. Numerous ideas, examples, programs, and resources are offered to help students and teachers learn to read, analyze, write, and enjoy poems. The 28 articles and poems provide interpretations of what poetry is, ideas for publishing student writing, strategies for writing poetry, and techniques for teaching poetry to young children and junior and senior high school students. Representative poetry anthologies and bibliographies of poetry materials for students and teachers are also listed. (RL)

0139 ED 181 478
Schafer, John C.
Interpretation Theory and Teaching Students How to Write about Poetry.
Pub Date—Apr 79
Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, MN, April 5-7, 1979).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*English Instruction, Higher Education, *Literary Criticism, *Literature Appreciation, *Poetry, Secondary Education, Teaching Methods, *Writing Skills
An assignment for high school or college students that requires them to interpret what a poem may have communicated to the poet's contemporaries can be valuable in that it teaches them that there is more than one way to interpret a poem and that the rules of interpretation are neither universal nor unchanging. Such an approach to poetry interpretation repudiates the philosophy of the New Critics that states that a reader should ask "how" and not "what" a poem means and that it is wrong to limit a poem's meaning by identifying it completely with authorial intention. However, such an approach permits students to read poems in their biographical and historical context and to gain practice in stating a thesis clearly (their interpretation of the poet's original intention) and to defend that thesis with proper evidence. It also allows them to accomplish a literary critical paper and a library research paper in one assignment. (AEA)

0140 ED 178 936
Kunz, Don
Creative Writing/Reading Program for Elementary School Children.
Pub Date—Oct 79
Note—24p.; Paper presented at the Annual Meeting of the Fall Conference of the New England Association of Teachers of English (Portsmouth, NH, October 19-21, 1979)
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Creative Development, *Creative Writing, Elementary Education, *Lesson Plans, *Literature Appreciation, *Poetry, Reading Programs, *Writing (Composition)
This paper recommends that poetry rather than other literary forms be used to teach creative reading and writing to young children. The advantages

of using poetry are described as follows: inhibitions are overcome quickly; opportunities for a wider range and more complex level of student achievement are created; high quality pieces of writing are composed in a reasonable time; penmanship, grammar, spelling and syntax are mastered; and sensitivity, social acceptance, and a sense of self worth are developed. The paper also includes basic directions for implementing a creative writing/reading program, suggestions for encouraging a playful atmosphere in such a program, and a set of six creative writing lesson plans. (AEA)

0141 ED 178 915

Duke, Charles R.

Language Play and the Teaching of Poetry.

Pub Date—Oct 79

Note—15p.; Paper presented at the Annual Fall Conference of the New England Association of Teachers of English (Portsmouth, NH, October 19-21, 1979)

Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, *Imagery, Language Acquisition, *Language Arts, *Language Skills, Lesson Plans, *Literature Appreciation, Metaphors, *Poetry, Teaching Methods

Several suggestions for interesting students in poetry and word play in the language arts classroom are presented in this paper. Activities recommended to establish a climate in which language play is a natural activity and to help students make connections between their own word play and that engaged in by poets include: expanding concrete images; producing catalog lists of things students strongly like or dislike; working on exercises with figurative language and word arrangement; and constructing concrete and found poetry. An additional suggestion for evaluating what students have learned is offered–having them examine and react to computerized poetry. (AEA)

0142 ED 155 672

Wash, Brenda D.

Poetry: A Legacy of the Growing Self.

Pub Date—Nov 77

Note—10p.; Paper presented at the Annual Meeting of the California Reading Association of the International Reading Association (11th, Anaheim, California, November 2-5, 1977)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bibliographies, Child Language, *Creative Activities, *Creative Writing, *English Instruction, Figurative Language, Imagery, Intermediate Grades, Language Arts, *Poetry, *Self Expression, Teaching Methods, *Writing (Composition)

Young children use poetic language naturally in that they express themselves through metaphors, colorful images, and unique word choice. Since this ability has often been repressed by the time children reach the middle grades, this article suggests classroom activities intended to stimulate children's natural poetic expression. These activities, based on a definition of poetry as the expression of one's personal self, stress sharing oneself with others in the following ways: rhyming words, sharing stories that have poetic language in them, writing "I am" poems, composing single line poems, constructing metaphors and similes, developing sensory awareness, and writing free verse. The article includes a list of children's books that can be used to motivate and encourage children in the writing of poetry. (MAI)

0143 ED 149 359

Johnston, Ellen Turlington

Poetry as Part and Parcel of Your Basic Language Experience.

Pub Date—Nov 77

Note—9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (67th, New York City, November 24-26, 1977)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *English Instruction, *Language Experience Approach, *Poetry, Student Writing Models, *Teaching Methods, Writing (Composition), Writing Exercises, *Writing Skills

Identifiers—Poets in the Schools

The teaching of poetry can be used as a language experience approach to develop good writing skills in elementary and high school students. This paper discusses the techniques a "poet-in-residence" employed to help students create poems and, indirectly, to teach the function of such writing skills as parts of speech, punctuation, and correct word usage. Examples of student poems are included. (RL)

0144 ED 130 272

Brooks, Gwendolyn And Others

Black Poetry Writing: A Capsule Course.

Pub Date—75

Note—64p.

Available from—Broadside Press, 12651 Old Mill Place, Detroit, Michigan 48238 ($5.00 paper)

Pub Type— Books (010)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Black Literature, *Creative Writing, Literary Criticism, Literary Influences, Metaphors, Methods, *Poetry, *Poets, Symbols (Literary), Writing Exercises

In this handbook, four authors write on the same topics but with varying emphases. Gwendolyn Brooks sketches the background of Afro-American poetry and offers practical hints and exercises for writing. Keorapatse Kgositsile discusses the role and situation of the black writer. Haki R. Madhubuti (Don L. Lee) explains an author's commitment and discusses the use of words, metaphors, symbols, and characters. Dudley Randall analyzes the syntactical and rhythmical structure of verse and gives suggestions on marketing. The book includes lists of books and articles for background and technique, answers to questions asked by beginning writers, and work sheets showing the growth of a poem. (JM)

0145 ED 128 865

Engelsman, Alan Dewsnup, Evelyn

Primer for Playwrights. TAP (Theatre Arts Package) 510.

Clayton School District, Mo.

Pub Date—Jun 74

Note—25p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Characterization, *Creative Writing, Drama, *Dramatics, Learning Activities, Lesson Plans, *Playwriting, *Scripts, Secondary Education, Teaching Guides, *Theater Arts

Developed with the recognition that many playwrights have theater in their blood (e.g., Eugene O'Neill was the son of a famous actor), the three lessons in this package present, through experience, the fundamentals of dramatic structure. These lessons for the beginning playwright focus on elements of dramatic plot, conflicts, and crisis and resolution. Lessons outline purposes, performance objectives, instructions, activities, and postevaluations. (JM)

0146 ED 112 429

I Write What I Want; Poetry in the Schools.

Poetry in the Schools, San Francisco, Calif.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date—74

Note—87p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Creative Activities, Creative Expression, *Creative Writing, *Educational Programs, Elementary Secondary Education, *Poetry, *Teaching Methods

Identifiers—*Poetry in the Schools

A program in which poets teach poetry in the classroom has been undertaken in the California public schools. This book focuses on the program and contains several short articles on various aspects of teaching poetry writing, a collection of student works, two photo essays, and practical techniques devised by poet/teachers. A bibliography lists resources under two categories: (1) anthologies of poetry and (2) collections of children's writing, teaching techniques, and books by poets. (JM)

0147 ED 105 513

Esbensen, Barbara Juster

A Celebration of Bees: Helping Children Write Poetry.

Pub Date—75

Note—260p.

Available from—Winston Press, Inc., 25 Groveland Terrace, Minneapolis, Minnesota 55403 ($5.95 paper)

Pub Type— Books (010)

Document Not Available from EDRS.

Descriptors—Child Language, *Children, *Creative Writing, Elementary Education, Haiku, Instructional Materials, *Poetry, *Teaching Guides, *Teaching Methods, Teaching Models, Writing Skills

The primary purpose of this book is to offer suggestions and writing examples for use in teaching children to write poetry. Each of the 15 chapters deals with a particular subject that could be useful in introducing poetry writing to students. The chapters discuss such topics as developing word consciousness in children, writing cinquains and haiku, and writing poems about water, the seasons, weather, the city, morning, night and the moon, people, animals, inanimate objects, and moods and emotions. Each chapter contains poems by children of various backgrounds, possible activities, and a list of individual poems related to the subject covered in the chapter. Included also are a selected bibliography of poetry books for children and an index of the ages of the poets in this book. (TS)

0148 ED 101 359

Della-Piana, Gabriel M.

The Development of a Model for the Systematic Teaching of the Writing of Poetry. Final Report.

Utah Univ., Salt Lake City. Bureau of Educational Research.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-0-H-004

Pub Date—Aug 71

Grant—OEG-8-70-0001(058)

Note—230p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Computer Assisted Instruction, Course Content, Course Descriptions, *Creative Writing, Curriculum Guides, *Poetry, *Program Development, Programed Instruction, *Programed Instructional Materials, Program Evaluation, *Teaching Models, Units of Study

The three major purposes of this project were to develop a programed text for teaching the writing of poetry, to validate the program, and to prepare a procedural guide for programing. A 156-frame program was developed, including procedures for: eliciting free written expression to serve as subject matter for poems; writing initial poems to fit Haiku and Tanka forms; revision of poems based on author and reader analysis; writing poetry using a variety of poetic devices; writing to fit various rhyme, meter, and stanza forms; and revising for greater poetic effect. A procedural guide for the development of programed materials is outlined in 11 steps including specification of objectives, assessment of performance, determination of causes of performance deficiencies, design of appropriate systems (instructional, guidance, feedback, incentive, management) to eliminate deficiencies, and validation of those systems. Developmental and validational testing resulted in significant changes in program design. Recommendations are made for further work including determination of multiple cutoff scores for predicting mastery in the program and use of the computer as an aid in poetic composition. (Author/TS)

0149 ED 099 881

Anderson, Douglas

My Sister Looks Like a Pear: Awakening the Poetry in Young People.

Pub Date—74

Note—254p.

Available from—Hart Publishing Company, Inc., Fourth Street, New York, New York 10012 ($7.50, cloth; $2.95 paper)

Pub Type— Books (010)

Document Not Available from EDRS.

Descriptors—*Anthologies, Creative Writing, Educational Games, Elementary Education, *Poetry, Teaching Methods

Identifiers—*Poets in the Schools

This book, written out of the author's experiences while working with the Poets in the Schools programs in elementary schools in 10 states, contains a large assortment of student poems. It also contains specific tools which teachers may use to help their students learn to write and enjoy poetry. Forty-six chapters contain hints and observations on how to enjoy, understand, and teach such topics as rock and roll lyrics, self-esteem, imagining you are a color, imaging you are an animal, imagining you are dead, and writing a poem about the future. The author concludes that poetry is music and that music is in everyone and for everyone. (TS)

0150 ED 051 236

Wolsch, Robert A.

Poetic Composition through the Grades: A Language Sensitivity Program.

Columbia Univ., New York, N.Y. Teachers College.

Pub Date—70

Note—191p.; Practical Suggestions for Teaching Series

Available from—Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, New York 10027 ($2.95)

Document Not Available from EDRS.

Descriptors—*Creative Writing, Elementary School Curriculum, *Language Rhythm, *Poetry, *Teaching Guides, *Writing (Composition)

The role of elementary school teachers in encouraging children in poetic composition is the focus of this handbook, one of a series that offer suggestions for teaching. With the assumption that given proper guidance, all children are capable of poetic composition, this teachers' guide introduces poetic composition in three interdependent stages: the evocative, the language precision, and the sharing. The evocative stage gives primary attention to stimulating the child's appreciation of his own language ability; the language precision stage has as its primary goal versitility in organizing language and form, to improve ways of stating ideas and feelings; and the sharing stage involves the search for appropriate means to help the children share their poetic selection with others. The handbook is comprised of the following chapters: Uncovering Children's Poetic Composition; Recognizing the Nature of Poetic Composition; Espousing Values of Poetic Composition to Children; Organizing Conditions for Poetic Composition; Starting the Poetic Composition Process; Writing Out of Experience; Writing Into Experience; Using Language Poetically; Arranging Extemporaneous Poetic Patterns; Introducing Predesigned Verse Forms; Dignifying Children's Poetic Compositions; and Sharing Poetic Composition. (DB)

0151 ED 019 269

APPLEGATE, MAUREE

WHEN THE TEACHER SAYS, "WRITE A POEM"--A BOOK FOR JUNIOR HIGH SCHOOL STUDENTS.

Pub Date—65

Note—1p.

Document Not Available from EDRS.

Descriptors—*Creative Writing, Descriptive Writing, *English Instruction, Figurative Language, *Junior High School Students, Language Patterns, Language Rhythm, Literary Devices, Literature Appreciation, *Poetry, Sensory Experience, Student Developed Materials, Symbols (Literary), Writing Exercises, Writing Skills

ADDRESSED TO THE JUNIOR HIGH SCHOOL STUDENT FACED WITH A POETRY-WRITING ASSIGNMENT, THIS BOOK PRESENTS THE ARGUMENT THAT "POETRY IS FOR YOU." INDIVIDUAL CHAPTERS TREAT (1) THE EXPRESSION OF SENSORY IMPRESSIONS, (2) RHYTHM, (3) THE PICTORIAL NATURE OF POETRY, (4) HUMOROUS POETRY, (5) REVISION, AND (6) VARIOUS DEFINITIONS OF POETRY. A "KINDLE KIT" OF SUGGESTIONS, EXERCISES, AND SAMPLE REVISIONS CONCLUDES MOST CHAPTERS. NUMEROUS POEMS BY ADOLESCENTS AND SEVERAL BY THE AUTHOR ARE UTILIZED THROUGHOUT THE BOOK AS ILLUSTRATIONS, AS MODELS, AND AS THE BASES FOR EXERCISES. (THIS BOOK IS PUBLISHED BY HARPER AND ROW, INC., NEW YORK, $1.60.) (RD)

SPECIFIC STRATEGIES SENTENCE COMBINING

0152 ED 200 974

Heinold, Henry Robert

Sentences: The Focal Points of English Teaching (Suggestions for Intergrating Sentence Combining with Other Strands of the English Curriculum).

Pub Date—Apr 81

Note—17p.; Paper presented at the Annual Meeting of the Secondary School English Conference (9th, Nashville, TN, April 2-4, 1981).

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Techniques, *English Curriculum, *Integrated Activities, Literature Appreciation, Reading Comprehension, *Sentence Combining, Teaching Methods, *Writing Exercises, Writing Instruction, Writing Processes, *Writing Skills

Sentence combining activities can be used throughout the English curriculum. The entire composing process can be developed with sentence combining activities based on student rough drafts of book reports, analysis and imitation of sentences written by professional writers, the organization of sentences in whole paragraphs or essays, and "oral proofreading." A unit in oral interpretation already integrates literature, reading, listening, and speaking; it can phase in composition if the students use sentence combining activities to write their interpretations before performing. Sentence combining can also be used in oral interpretation lessons to help students eliminate their pauses at the ends of lines of text (as in poetry). Rewriting sentences can be used as a check on reading comprehension, adding variety to reading exercises. The combining exercises themselves also give students experience in using grammar properly. Using these suggestions, English teachers can take advantage of the structure, the effects, and the questions brought about by sentence combining. (Examples are offered of specific combining activities in the four areas discussed, and of sources for developing combining exercises.) (RL)

0153 ED 199 753

Ney, James W.

Sentence Combining: Everything for Everybody or Something for Somebody.

Pub Date—Mar 81

Note—29p.; Paper presented at the Annual Meeting of the Conference on English Education (19th, Anaheim, CA, March 19-21, 1981).

Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, English (Second Language), *Language Acquisition, *Language Processing, *Literature, *Sentence Combining, *Teaching Methods, Writing Exercises, *Writing Instruction

Sentence combining exercises present material to the students to be mastered by processes similar to memorization. By taking ideas in short sentences and compacting them into larger sentences, students become familiar with the relationships between the ideas in the short sentences. At its best, sentence combining is a process that requires the manipulation of ideas. Students using this procedure must hold these ideas in their minds, make a choice on the relationship between the ideas, and then combine them with the appropriate connecting word. Since language always conveys meaning in context, it is important to have a context for language exercises; sentences without context lose much of their significance. A literary work (such as "The Legend of Sleepy Hollow," "The Bear," or "The Red Badge of Courage") offers such a context. The language of the original--in particular, the words and phrases in the reading--can be worked into any number of sentence types that are not physically present in the work of the literary master. (HOD)

0154 ED 199 694

Lide, Francis

Sentence Combining and Error Reduction.

Pub Date—Nov 80

Note—14p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (70th, Cincinnati, OH, November 21-26, 1980).

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Error Analysis (Language), Higher Education, Remedial Instruction, *Sentence Combining, *Syntax, Teaching Methods, *Writing Instruction, *Writing Skills

Based on the assumption that major sentence errors are caused by a deficit in syntactic fluency that can be aided by sentence combining instruction, student writing errors are analyzed in this paper and explanations are provided showing how these errors could have been prevented or reduced through instruction in sentence combining. Some types of errors and examples of sentence combining corrections discussed are (1) faulty coordination of sentence parts that can be remedied by using prepositions to embed sentences, and (2) comma splices that can be eliminated by using dependent clauses. (MKM)

0155 ED 196 036

Ryan, John H.

Sentence Combining: From the Textbook to the Classroom.

Pub Date—Nov 80

Note—10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (70th, Cincinnati, OH, November 21-26, 1980).

Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, English Instruction, Secondary Education, *Sentence Combining, *Skill Development, *Teaching Methods, Writing (Composition), *Writing Exercises, *Writing Instruction, Writing Skills

The instructor of two twelfth grade English classes, one a composition class and the other a general English class, gave both classes some exercises in sentence combining. In the first exercise, the students were given two sentences and told to devise as many combinations as possible. While the composition class contributed more combinations than the general class students, the general class students were more enthusiastic, and more adept at spotting fragments and run on sentences. The instructor then gave both classes a series of combining exercises for paragraphs, which the students completed successfully. The last two exercises were prepared by the students. In the first, a text paragraph was "chopped up" into a sentence combining exercise by one student, the sentences were rewritten by another, and the paragraph compared to the original. In the final exercise the process was repeated but with the students writing their own paragraphs before "chopping" them up. The composition class produced superior exercises suitable for later instructional use, and the general class students, particularly those with severe writing problems, showed the greatest improvement with the best writing they had done in the class. (HTH)

0156 ED 192 356
Lawler, Joseph
Improving Student Writing through Sentence Combining: A Literature Review. Technical Note.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No.—SWRL-TN-2-80/05
Pub Date—30 May 80
Note—72p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adults, Elementary Secondary Education, Higher Education, Literature Reviews, *Sentence Combining, Student Improvement, *Writing (Composition), *Writing Instruction, *Writing Research
Identifiers—*Syntactic Maturity
The theoretical roots of sentence combining as a pedagogical strategy are discussed in this paper, along with recent studies of the development of written syntactic maturity. The paper examines several major sentence combining studies in detail and briefly summarizes additional relevant literature. The instructional implications of sentence combining research are also discussed. (Author/FL)

0157 ED 186 894
Bernhardt, Christine
Idea Combining: Synthesizing Syntax and Meaning.
Pub Date—Mar 80
Note—14p.; Paper presented at the Annual Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Development, Educational Theories, *Sentence Combining, Syntax, *Writing (Composition), *Writing Exercises, *Writing Instruction
Identifiers—Heuristics
Concerns that sentence combining has become the sole means of instruction in some college composition courses, that students are inadvertently getting the view that writing is essentially a mechanical manipulation of parts strung together, and that writing research has reduced writing to architectural structuralism made up of prewriting, writing, and rewriting are addressed in this paper. It explains how an interest in finding interrelationships among various aspects of writing led to developing a theory of idea combining, predicated on the assumption that lying dormant in college students' minds are syntactic patterns that can be resuscitated as ideas are discovered. Several sample exercises using both heuristic and syntactic signals are suggested for students who have had experience with sentence combining to prompt them to generate multiple relationship ideas and for writing instructors who wish to expand the strategies of sentence combining to include other rhetorical considerations. (AEA)

0158 ED 186 845
Klein, Marvin
The Development and Use of Sentence Combining in the Reading Program.
Pub Date—May 80
Note—32p.; Paper presented at the Annual Meeting of the International Reading Association (25th, St. Louis, MO, May 5-9, 1980).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, Instructional Materials, *Reading Comprehension, *Reading Instruction, *Sentence Combining, *Teaching Methods, *Writing Exercises, Writing Instruction, *Writing Skills
This paper shows how to integrate reading comprehension instruction and writing instruction through the use of sentence combining–the act of combining several short sentences that have been derived by transformational analysis from longer ones. Suggestions are offered to guide teachers through the necessary steps for designing appropriate sentence combining activities. The three sections of the paper present a definition and description of sentence combining; a procedure for production of sentence combining sets with examples that can serve as models, including closed and open varieties of exercises; and a number of suggestions for using the materials. (MKM)

0159 ED 185 582
Landwehr, John
Generative Rhetoric-Sentence Combining: A New Approach to Expository Writing.
Pub Date—Mar 80
Note—17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Course Descriptions, *Generative Grammar, Higher Education, Sentence Combining, Teaching Methods, *Writing (Composition), *Writing Instruction
The freshman composition course at Mayville State College (North Dakota) progresses from basic grammar to sentence combining to the development of expository writing skills based on the principles of generative rhetoric. The course begins with a brief review of grammar, emphasizing the phrase, clause, and sentence, and then moves on to the process of sentence combining. The next phase of the course introduces generative rhetoric, including the cumulative sentence, the general idea stated in the base clause, and the more specific details developed in the phrases and clauses of the lower levels, either coordinately or subordinately. Once students have grasped this idea, they begin to work with constructions that authors commonly use, including the noun phrase, the absolute, and the verbal phrase. Constant writing assignments serve to strengthen the skills they have learned. Once they have mastered sentence construction, they then apply the same principles of construction to the development of paragraphs. They learn to take a single word or idea, add several coordinate or subordinate ideas to produce a good sentence, and then to expand this sentence into a paragraph. After learning to write a good paragraph, they are taught how to apply the skills to answering essay test questions from other disciplines. The course concludes with an introduction to reading fiction and poetry, with an emphasis on authors' use of variety in sentence structure. (FL)

0160 ED 184 118
Pradl, Gordon M.
Expectation and Cohesion. Curriculum Publication No. 7.
California Univ., Berkeley. School of Education.
Spons Agency—Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—79
Note—33p.
Available from—Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 ($1.50 postage and handling)
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cloze Procedure, *Discourse Analysis, Higher Education, Language Fluency, Sentence Combining, Sentence Structure, *Syntax, Teaching Methods, *Writing (Composition), *Writing Exercises, *Writing Instruction, *Writing Skills
Identifiers—*Bay Area Writing Project
This booklet is one of a series of teacher-written curriculum publications launched by the Bay Area Writing Project, each focusing on a different aspect of the teaching of composition. The basic principles of literary cohesion (the way a text hangs together) are discussed and exercises are suggested to help students increase their sensitivity to and mastery of language. Exercises include the use of disjointed word frames, cloze procedure, context cues, sentence combining, and analyzing text using the cohesive devices of reference, substitution, conjunction, word patterns, and ellipsis. (AEA)

0161 ED 175 051
MacDonald, Susan Peck
Some Difficulties in Interpreting Writing Growth.
Pub Date—Mar 79
Note—20p.; Paper presented at the Annual Spring Meeting of the North-East Modern Language Association (Hartford, Connecticut, March 29-31, 1979)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Growth Patterns, Higher Education, *Sentence Combining, Small Classes, *Student Improvement, *Teaching Methods, *Writing (Composition), Writing Exercises
Tentative results from a study of the writing improvement of college freshmen indicate that underlying linguistic competence can be released by exercises that allow students to use what they already know, that syntactic competence increases with maturity, and that complex pedagogic variables contribute to writing growth. Although a number of studies have found that sentence-combining groups display greater writing improvement than control groups, perhaps sentence-combining should be viewed as a helpful device to overcome the effects of large classes, rather than as necessary to improved writing. Gains in syntactic and usage skills may result from very small classes, constant feedback, constant rewriting, and a focus on levels smaller than the essay. (AEA)

0162 ED 168 014
Pedersen, Elray L.
Prospects for Sentence-Combining.
Pub Date—[78]
Note—8p.; Study prepared at Weber State College
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *English Instruction, Language Acquisition, Language Arts, *Language Experience Approach, Language Fluency, *Sentence Combining, *Teacher Behavior, *Writing (Composition), *Writing Skills
Maintaining that sentence-combining language experience is the single most beneficial tool currently available to improve student writing, this paper speculates about the value and effects of the adoption of the language experience approach across the English curriculum. It presents six tasks that need to be undertaken by teachers, researchers, and publishers: developing many different kinds of language experiences to meet the needs of many different kinds of students; working toward widespread adoption of language experience materials and exercises; placing special emphasis on developing language experiences that immerse writers in prewriting, writing, and rewriting stages of the composing process; engaging in full-scale overexposure of students to language experience materials; developing syntactic maturity materials through materials and methods used in English as a second language programs; and understanding student thought processes as they are affected by language experiences. (TJ)

0163 ED 162 305
Kerek, Andrew
Beyond Sentence-Level Combining: Options in the Rhetorical Context.
Pub Date—Mar 78
Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Freshmen, English Instruction, Higher Education, Language Patterns, *Rhetoric, *Sentence Combining, Sentence Structure, Syntax, *Writing (Composition), *Writing Exercises, *Writing Skills
In spite of a number of unanswered questions regarding its place in the teaching of composition and the lack of agreement on why it is effective, sentence combining (SC) has become accepted as a useful skill building technique in regular composition classes. Attempting a broader context on the college level, SC was used exclusively to teach every aspect of composition to an experimental group of 150 students. The classes provided daily practice in

putting sentences together in context and offered class discussion on the reasons for the students' syntactic and rhetorical decisions. Using SC, the students covered the basic principles of rhetoric and style as well as many of the problems of grammar, punctuation, and diction. Since the results of the course indicated significant gains for the students in all areas of composition as compared with a conventionally taught group, the process of SC raises the following possibilities for college composition classes: make sentence combining a total curriculum; permit the expansion of given patterns by the addition of new content in the exercises, thereby leading the student toward free writing; allow students to create their own "kernels" and exercises; and consider SC as a mechanism for organizing ideas within the larger units of discourse. (MAI)

0164 ED 150 614

Schuster, Edgar H.

Using Sentence Combining to Teach Writing to Inner-City Students.

Pub Date—Nov 77

Note—11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (67th, New York City, November 24-26, 1977) ; Best copy available

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Gains, *Disadvantaged Youth, *English Instruction, Grade 7, Junior High Schools, *Low Ability Students, *Program Descriptions, *Sentence Combining, *Writing Skills

The first section of this paper discusses the sentence combining approach to teaching writing and includes illustrations of sentence combining problems. The second section describes a program in which the sentence combining approach was used with low ability seventh graders in an inner-city junior high school. Among the benefits of the program were that student compositions improved in quality and in length, that students enjoyed the program and felt successful in it, and that students' handwriting, mechanical skills, and grammar improved in many cases. The third section of the paper notes that low ability students are often not taught to write and urges that such students be given the right to write. It points out that, when students are taught sentence combining, they also learn reading comprehension and thinking processes and are helped to expand on their thoughts in their writing. (GW)

0165 ED 145 450

Abrahamson, Richard F.

The Effects of Formal Grammar Instruction vs. the Effects of Sentence Combining Instruction on Student Writing: A Collection of Evaluative Abstracts of Pertinent Research Documents.

Pub Date—[77]

Note—23p.; Study prepared at University of Houston

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Needs, Elementary Secondary Education, *English Curriculum, English Instruction, Language Arts, *Sentence Combining, *Teaching Methods, *Traditional Grammar, Transformational Generative Grammar, Writing Instruction, *Writing Skills

This study examines eight evaluative abstracts on grammar instruction, to determine the effects of such instruction on student writing and to trace the development of sentence-combining instruction, which helps students write with increased syntactic maturity. On the basis of the evaluative abstracts, the study concludes that traditional grammar instruction does not help students improve their writing ability appreciably, that such instruction, in fact, may hinder the development of students as writers, and that sentence-combining instruction should be incorporated into both elementary and secondary language arts programs. (Author/RL)

0166 ED 144 076

Chappel, James H.

Increasing Linguistic Self-Respect through Sentence Combining.

Pub Date—77

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, *English Instruction, Higher Education, *Linguistic Competence, *Self Concept, *Sentence Combining, *Syntax, *Writing Skills

This paper discusses the use of simple sentence-combining exercises as a way to show students the unlimited capacity of their own language. Using sets consisting of eight, six, four, and three sentences, no two students of the 27 in a freshman composition class produced identical rewrites of any one set. Such exercises are useful for instilling a measure of linguistic self-respect early in the course. (AA)

0167 ED 133 774

Schuster, Edgar H.

Forward to Basics Through Sentence-Combining.

Pub Date—76

Note—14p.; Paper presented at the Annual Meeting of the Pennsylvania Council of Teachers of English (20th, Harrisburg, Pennsylvania, October 22-23, 1976)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Basic Skills, *English Instruction, Secondary Education, *Sentence Combining, *Sentence Structure, Syntax, Transformational Generative Grammar, *Writing Skills

After considering the implications of the back-to-the-basics movement, the author concludes that there is little value in going "back" to approaches such as those typical of traditional grammar instruction. Instead, he suggests that sentence combining offers a basic approach to the teaching of writing. An experiment which began with four classes of ninth graders, and which was later extended to other classes and grade levels, found beneficial effects on general writing competence, spelling, self-confidence, and syntactic maturity. The only disadvantage found was that three out of every ten students reported a negative attitude toward sentence combining, at the end of the experiment. (AA)

0168 ED 126 510

Klein, Marvin

Teaching Sentence Structure and Sentence Combining in the Middle Grades.

Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—Bull-6340

Pub Date—76

Note—65p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Education, *Grammar, *Instructional Materials, Language Arts, *Sentence Combining, *Sentence Structure, Teaching Guides, Teaching Models, *Writing Skills

The primary purpose of this booklet is to provide useful class and small group discussion tools for allowing students to inductively discover certain fundamental characteristics of language structure and to directly relate the study of sentence structure to the development of writing skills. A series of experiments is provided to serve as models for the development of informal learning activities in sentence structure. Accompanying teacher supplements for each experiment attempt to identify the grammatical concept involved, offer some explanation of this concept, identify possible difficulties some students might encounter, and offer suggestions for continued development and application when needed. The sentence-combining models provided are based on a generative-transformational grammar theory, but utilize such only as a framework and not as a detailed approach. (KS)

0169 ED 115 130

Crymes, Ruth

A Bibliographical Introduction to Sentence-Combining.

Pub Date—74

Note—20p.

Pub Type— Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Annotated Bibliographies, *English (Second Language), *English Instruction, Grammar, Language Acquisition, Language Instruction, Language Skills, Second Language Learning, *Sentence Combining, Sentences, *Sentence Structure, *Syntax, Transformational Generative Grammar, Writing (Composition)

This is an annotated bibliography intended to provide, for teachers of English, enough information about research and experimentation in sentence-combining to enable them to begin to use it as a pedagogical technique with some understanding of the theories and issues involved. The annotations are selective in that they summarize the information judged most useable by the classroom teacher, though some information about research designs is also summarized. Those who work out uses of the technique for their own classes should eventually examine all these sources for themselves, but in the meanwhile, this bibliography, it is hoped, can get them started on their own applications of the technique. (Author)

0170 ED 073 483

O'Hare, Frank

Sentence Combining: Improving Student Writing without Formal Grammar Instruction. NCTE Committee on Research Report Series. No. 15.

National Council of Teachers of English, Urbana, Ill.

Pub Date—73

Note—115p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 15959, $2.50 non-member, $2.25 member)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—English, *Grade 7, Grammar, *Sentence Combining, Sentence Structure, *Syntax, *Teaching Methods, *Transformational Generative Grammar, *Writing (Composition), Writing Instruction

The purpose of this study was to develop a sentence-combining system for teaching composition to seventh grade students. The exercises were designed so as to be independent of the students' previous knowledge of grammar. Chapter 1 examines recent studies in language and writing. The first part of chapter 2 demonstrates that normal growth in syntactic maturity can be measured in quantifiable terms. The second part of the chapter describes and suggests a rationale for sentence-combining practice. Chapter 3 discusses the design and procedures of the study. The results of the study, discussed in chapter 4, indicate that the students practicing sentence-combining achieved a significant degree of syntactic maturity, and their compositions were judged to be significantly better in quality than those written by students who did not have such practice. The conclusions and implications of the study are discussed in chapter 5: the fact that seventh graders' writing can be improved within eight months suggests that sentence-combining practice could be a valuable contribution to a composition program. Appendixes provide sample lessons and exercises as well as composition evaluation assignments. (Author/DI)

SPECIFIC STRATEGIES/ VOCABULARY DEVELOPMENT

0171 ED 200 310
Brown, Rexel E., Ed.
Vocabulary Development in the Classroom.
Evansville Univ., Ind. School of Education.
Pub Date—81
Note—69p.
Journal Cit—Journal of Children and Youth; Spr 1981
Pub Type— Journal Articles (080) — Guides - Classroom - Teacher (052) — Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Aural Learning, Creativity, *Elementary Education, Learning Centers (Classroom), Lesson Plans, Resource Materials, Rural Education, Secondary Education, *Teacher Evaluation, *Teaching Methods, *Vocabulary Development

The first four articles of the Spring, 1981 issue of this journal focus on aspects of vocabulary instruction in elementary schools. The first article provides teachers with a sourcebook for teaching vocabulary. Weaknesses in vocabulary instruction and specific activities for developing vocabulary in depth, including questioning strategies, techniques utilizing semantic space, and structural analysis, are identified. Exemplary introductory lessons based on Osgood's categories of meaning responses are provided. Word origin, word play, word cues, vocabulary reinforcement exercises in content areas, learning stations and learning centers are also discussed. In the second article, techniques and guidelines for vocabulary development activities with children who absorb vocabulary auditorily are given. The third article describes a sixth-grade teacher's use of vocabulary exercises that were based on colorful words associated with current events. The fourth article provides a vocabulary instruction evaluation scheme that includes four dimensions of vocabulary type and four methods of teaching vocabulary. The final two articles present discussions of (1) research findings concerning creativity in young children, and (2) the educational needs of rural areas of the United States. (Author/RH)

0172 ED 198 545
Chinn, Judith A.
Verb Choice and Its Relationship to a Composition's Effectiveness as Measured by Holistic Evaluation.
Pub Date—[79]
Note—24p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Grade 5, Grade 12, High Schools, *Holistic Evaluation, Intermediate Grades, Language Patterns, *Language Styles, Syntax, *Verbal Ability, *Verbs, Vocabulary Development, *Vocabulary Skills, *Writing Research, *Writing Skills

Two research projects focused on the nature of verb choice and its relationship to a composition's general effectiveness and reader impact. In the pilot project, 28 fifth grade students received an instructional unit of 27 lessons emphasizing the incorporation of precise verb vocabulary and the elimination of forms of "to be" and "to have" as main verbs. In addition to receiving the highest mean score from the holistic readers, the group's posttests yielded statistically significant differences in areas of verb choice and syntax in relation to their pretests and to the posttest written by 28 fifth grade students in a control group. The second project involved an analysis of 112 holistically evaluated competency examinations written by senior high school students. The data revealed direct correlations between a composition's competency rating and the quality of the verb vocabulary. Both research projects indicate the important relationship between precise verb choice and effective writing and lend support for developing new approaches to composition curriculum. (Author/RL)

0173 ED 165 133
Jund, Suzanne, Ed.
Theme: Focus on Vocabulary Skills.
Wisconsin State Reading Association, West Allis.
Pub Date—Jan 79
Note—68p.; Not available in hard copy due to marginal legibility
Journal Cit—Wisconsin Reading Association Journal; v23 n2 Entire Issue Jan 1979
Pub Type— Journal Articles (080)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Elementary Secondary Education, *Reading Instruction, Reading Research, *Reading Skills, Semantics, Teaching Methods, *Vocabulary Skills, Vocational Education, Word Lists

The eight articles in this journal issue focus on vocabulary skills. The topics covered are semantic feature analysis, the use of highway survival terms in a vocabulary list, making vocabulary interesting to secondary students, word lists, the use of newspapers in creating vocabulary lists, six strategies underlying effective vocabulary programs, vocabulary instruction at the technical school, and semantics for teenagers. Regular journal features include a review of research on vocabulary and memory, a discussion of the role of parents in child language development, a list of vocabulary materials available to teachers, and reviews of professional materials. (FL)

0174 ED 157 092
Woods, William F.
An Adjunct Course for English Composition.
Pub Date—[78]
Note—8p.; Essay prepared at Wichita State University
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, English Instruction, *Grammar, Higher Education, Instructional Improvement, *Language Skills, *Spelling Instruction, Vocabulary Development, *Vocabulary Skills, Writing (Composition), *Writing Skills

Since it was believed that proper instruction in basic grammar skills requires systematic treatment, a separate elective course in grammar, spelling, and vocabulary was added to the curriculum at Wichita State University. Students enrolled in beginning composition courses receive a diagnostic language skills examination, with those scoring below the 39th percentile being encouraged to enroll in English 011 that semester. Most of the 30 to 40 students in English 011 each semester have not taken the composition course, however. Three programmed texts are used in the course, which is offered on a credit or noncredit basis. Student response to English 011 has been almost entirely favorable, although some students have expressed a need for more individualized instruction. Although the present focus of the course is on sentence structure, efforts to teach within the context of the composing process will add purpose to the units on spelling and vocabulary. Since English 011 requires no former study or knowledge, it constitutes a bridge between the general public and the world of the university. (JF)

VARYING THE AUDIENCE

AUDIENCE AWARENESS

0175 ED 198 534
Woodworth, Patrick Keech, Catharine
The Write Occasion. Collaborative Research Study No. 1.
California Univ., Berkeley. School of Education.
Spons Agency—Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—80
Note—78p.; Prepared by the Bay Area Writing Project.
Available from—Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 ($3.00 postage and handling).
Pub Type— Reports - Research (143) — Reports - Descriptive (141) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Assignments, Class Activities, Educational Research, English Instruction, High Schools, Motivation Techniques, Secondary Education, *Student Motivation, *Writing Exercises, *Writing Instruction, *Writing Research
Identifiers—*Audience Awareness, *Bay Area Writing Project

Produced as part of a collaborative research project in which classroom teachers teamed with university-based research assistants to explore questions raised by the teachers in the course of their work with students, this monograph deals with the issue of "occasion." Following a review of theory and research about aspects of occasion that seem to affect student performance, the second section of the monograph describes a particular writing experience that produced outstanding writing and offers insights into reasons for the assignment's success. It also offers writing samples produced by students at different levels of ability and motivation. The third section of the monograph reports on a research project undertaken to discover whether performance on a writing test could be improved by specifying the audience and how a test occasion might be affected by different audience conditions. The fourth section compares the test writing that students did for the research project with the writing they had completed for their English class during the year. It also looks at the question of how a "sense of occasion" might influence performance and how teachers might best create good writing occasions. Appendixes include samples of student writing, three versions of a writing topic, and sample test papers showing holistic scores and analytic ratings. (HOD)

0176 ED 198 531
Rothschild, Jeffrey
Writing Our Wrongs.
Pub Date—[79]
Note—14p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Audiences, Higher Education, *Problems, Secondary Education, *Writing (Composition), *Writing Evaluation, *Writing Instruction, *Writing Processes

In writing, as with tools, form must always follow function. From this perspective there can be no "good" writing, only effective writing. Unfortunately, in most instructional situations the function of communicating to an audience is often neglected. Most so-called poor writing falls into the category of writer-based prose. Once student writing is viewed as such rather than as a set of seemingly random or mindless errors, it is easier to understand the problems students encounter in the writing process. What may seem to be unclear sentences or poor writing may in fact be very clear and understandable to the writer. Other structures may communicate effectively in speech but not in writing, where the intonation patterns are different. These kinds of errors do not contradict rules of "good writing" but they do interfere with communication, and that interference can only be evaluated with regard to who the intended reader is. This kind of evaluation is a much more pragmatic method by which to demonstrate to students why certain passages of their compositions succeed at communicating while others fail, without fostering writing anxiety or insecurity that comes from constant use of value judgments. (HTH)

0177 ED 196 037
Sewell, Ernestine P.
Letter-Writing to Achieve Rhetorical Goals.
Pub Date—Nov 80
Note—9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (70th, Cincinnati, OH, November 21-26, 1980).
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College English, Higher Education, History, *Letters (Correspondence), *Rhetoric, Skill Development, *Teaching Methods, *Writing (Composition), *Writing Instruction, Writing Skills

Identifiers—*Audience Awareness
A focus on letter writing in composition classes can eliminate the problem of writing to the teacher as audience, as well as function as a strategy for teaching the elements of rhetoric. Letters in the context of the rhetorical process have historical precedent. In the Middle Ages, because of the necessity for official and ceremonious letters, letter writing became a recognized profession and accepted matter for education. Writing manuals reviewed both grammar and rhetoric, including lists of figures of speech from poetry, thus compelling attention to elegance. Sixteenth century writing prescriptions called for brevity, perspective, liveliness, and appropriateness to both the writer and the reader. Whatever its history, the lessons of letter writing are worth noting here. First, students needing to build confidence about writing generally respond to free writing, such as in a conversational letter to a friend. Second, letters to specific audiences each have a particular organization and style. By writing to specific audiences, the situation is made realistic, authenticity of expression naturally follows, and the necessity for correctness and the level of usage become clear to the student. The classical mandates of completeness, clarity, and conciseness take on significance. (HTH)

0178 ED 188 231
Halpern, Jeanne W.
Teaching Writing: The Underlying Structure of Composition Courses.
Pub Date—Mar 80
Note—13p.; Based on paper presented at the Conference on College Composition and Communication (Washington, DC, March, 14, 1980).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Higher Education, Teaching Guides, Teaching Methods, *Writing (Composition), *Writing Instruction, Writing Skills
Identifiers—Audience Awareness
This paper identifies and describes the five components that underlie the structure of any advanced composition course: audience, purpose, voice, organization, and polish. Each component is illustrated with examples from technical writing, business writing, journalism, and academic writing. (FL)

0179 ED 181 471
Petrick, Joanne F. Pfister, Fred R.
A Heuristic Model for Creating a Writer's Audience.
Pub Date—Apr 79
Note—15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, MN, April 5-7, 1979)
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Audiences, Higher Education, *Identification (Psychology), Secondary Education, *Teaching Methods, *Writing (Composition), *Writing Exercises, Writing Processes
Identifiers—*Audience Awareness, *Heuristics
The design of a program for teaching audience awareness proceeds in a clear and logical order so that it can be incorporated into any writing syllabus concerned with traditional matters of form. The program begins with a brief questionnaire designed to elicit student problems with and feelings about audience. Class discussion of the questionnaire is followed by an introduction and discussion of the heuristic model for audience awareness. This heuristic model is a series of questions about the intended audience that associates audience characteristics to the writer, the subject, and the form of the composition. The program concludes with three writing projects that gradually expand student knowledge of three representative groups of readers–their class peers, magazine readers, and an initially nebulous audience of their own creation. Each of the writing assignments requires implementing the heuristic for definition of audience, thereby helping students to internalize an awareness and appreciation of audience characteristics. The heuristic model and the instructional program are most helpful to instructors who have avoided discussing audience because of the difficulties involved in teaching what many have considered an intuitive part of the writing process. (RL)

0180 ED 181 463
All About Letters.
National Council of Teachers of English, Urbana, Ill.; Post Office Dept., Washington, D.C.
Pub Date—79
Note—68p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801 (Stock No. 01135, $1.50 single copies; 20 or more $0.75; Orders must be prepaid)
Pub Type— Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Elementary Secondary Education, English Instruction, *Language Arts, *Letters (Correspondence), Motivation Techniques, Resource Materials, *Writing Skills
This booklet, designed to promote the letter writing habit, provides information about writing letters in a variety of situations. It is divided into several short sections with illustrations. Reasons to write letters and postcards are offered by several authors and celebrites including Stevie Wonder, Darryl Stingley, and "Dear Abby." Addresses for pen pal organizations are provided, and places to write for celebrity addresses are suggested. Tips on writing letters are given on the following topics: writing about consumer problems, writing and applying to colleges, writing letters of job application, writing letters to the editor, writing for information of all types and writing to government representatives. Many sources for addresses and hints on how to address mail properly are provided. Address abbreviations and an explanation of the ZIP code are also included. The last section, a student's guide to postal services and products, explains classes of mail, speed of delivery of different types of mail, how to send valuables through the mail, packaging, and various proofs of mailing and delivery. (MKM)

0181 ED 176 273
Smelstor, Marjorie, Ed.
A Guide to Teaching the Importance of Audience and Subject.
Wisconsin Univ., Madison. Dept. of English.; Wisconsin Univ., Madison. School of Education.; Wisconsin Univ., Madison, Univ. Extension.
Pub Date—Sep 78
Note—29p.; For related documents, see CS 205 097-100 and CS 205 182
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Audiences, Educational Resources, Elementary Secondary Education, Guides, *Learning Activities, Periodicals, Teaching Methods, *Writing (Composition), *Writing Skills
Identifiers—*Audience Awareness, Wisconsin Writing Project
One of a series of guides to the teaching of writing at the elementary and secondary levels, this publication focuses on teaching the importance of audience and subject. An introductory statement on the need to make students aware of the audience for whom they are writing is followed by a brief overview of the research concerning audience/subject relationships and lists of pertinent student needs and instructional goals. Nine suggested learning activities are then outlined; the activities are designed to instruct students in such areas as identifying purposes for writing, identifying types of audiences, and constructing messages for given audiences. Lists of resources for teachers, of possible writing forms and audiences, and of magazines that publish children's writing are also provided. (GT)

0182 ED 173 858
Book, Virginia
Purposes Mistook Fall'n on th' Inventors Heads.
Pub Date—Apr 79
Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Assignments, *Audiences, *English Instruction, Higher Education, Teaching Methods, *Technical Writing, *Writing (Composition), *Writing Skills
Identifiers—*Audience Awareness
An important factor the technical writer must keep in mind is the makeup of the intended audience. Students should be encouraged to identify as many specific characteristics as possible about an intended audience. It is also important that students comprehend the relationship between audience and use of stylistic elements. By also being sensitive to their audience, students' technical writing teachers can design courses that will help students learn to write effectively for different audiences. Some possible assignments include: asking students to look at more than one technical writing manual and to compare definitions of technical writing and how it differs from other types of writing; asking students to look at a specialized magazine or journal and to identify the intended audience, evaluate the language level, and note how the various elements are directed toward the specific audience; selecting an article and asking students to rewrite it for a different, specific, audience; assigning a preliminary proposal for a report in which students are required to specify the intended audience; and having students give oral presentations on their reports, keeping in mind that the class is a different audience than the one for whom the report was written. (TJ)

0183 ED 172 194
Weiss, Robert H. Field, John P.
Cases for Composition: A Theoretical Model for Writing Instruction.
Pub Date—Dec 79
Note—19p.; Paper presented at the Annual Meeting of the Modern Language Association of America (93rd, New York City, December 27-30, 1978); For related document, see ED 161 060
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Assignments, English Instruction, Higher Education, *Student Motivation, *Teaching Methods, *Writing (Composition), *Writing Exercises, *Writing Instruction
To aid in the understanding of "cases" for writing (defined as highly focused situations in which students assume a role that demands writing to specific audiences and for utilitarian purposes), this paper begins by outlining the problem case faced by the author: to present a convincing argument for the use of the case approach to composition. It then notes that the purpose of cases in a composition course should be to engender writing, suggests how composition teachers can use a case approach, and describes three sample cases. For one of the cases–which requires students to write about baseball rules in answer to questions from the 11-year-old Indonesian pen pal of an American boy–the paper includes the "letters" from the Indonesian boy, outlines the writing assignments for the case, and describes the values of using the case in a composition class. Finally, the paper outlines the three key assumptions on which the case approach to composition is based: writing can be taught most effectively when students accept its purpose; the reading in a writing course must lead closely and directly to the writing; and the principles of good writing are better learned from carefully designed writing assignments than from prescribed rules of composition. (GT)

0184 ED 166 699

Stelzner, Sara L.

What Do You Teach...? The Role of Argument in Rhetorical Invention: An Integrated Skills Approach.

Pub Date—Nov 78

Note—12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978); Not available in hard copy due to marginal legibility; Best copy available

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Communication Skills, English Instruction, Higher Education, *Interdisciplinary Approach, Problem Solving, *Speech Communication, *Teaching Methods, *Writing (Composition), *Writing Skills

Identifiers—*Invention (Rhetorical)

Speaking and writing should be taught together as they both are concerned with the communication model that includes a speaker, a listener, and a subject and the way these elements affect each other. In speaking, it is clear that invention is a public process depending on the listener's or receiver's active participation in the creation of meaning. Speech activities can be useful for teaching the significance of audience in the process of writing. One helpful technique involves assigning an extemporaneous speech that requires careful preparation but that continues the invention process as the speaker responds to the audience. Group discussion can continue the process and can be used to teach an analytical scheme for problem solving that includes phrasing the problem, analyzing the problem, listing criteria to test a solution, suggesting possible solutions, and determining the best solution. Debate can be the next step in the process, as ideally advocacy follows inquiry. (TJ)

0185 ED 161 060

Weiss, Robert H.

Assignments that Succeed: A Case Approach to Composition.

Pub Date—79

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Assignments, Educational Problems, Elementary Secondary Education, *English Instruction, Higher Education, Student Interests, Student Motivation, *Teaching Methods, *Writing Exercises, *Writing Skills

The case approach to composition is a successful alternative to the traditional pattern of instruction in which little attention is paid to the writing assignments given to students. An analysis of writing assignments from reputable textbooks reveals that many of them require instruction in some subject matter at the expense of instruction in writing techniques, and that they fail to specify a particular organization, tone, or purpose. The case approach to composition is based on considerations regarding student motivation, students' writing interests and fears, effects of writing for different audiences and of writing papers of various lengths, and elements of the writing process. Case assignments establish realistic problems to solve through writing and specify a specific context and audience. For example, a case on fund raising for an animal shelter calls for the writing of a descriptive brochure, a direct mail solicitation, and a speech. The cases replace essay anthologies and writing textbooks; they supply the writing situations and tasks, and teacher and students supply writing suggestions. Cases are less forbidding than essays, give students a sense of participation, interest them in solving problems through writing, and put them in interesting situations in which context and audience are significant. (GW)

0186 ED 158 356

Schneider, Michael J.

A Classroom Excercise in Persuasion.

Pub Date—Dec 77

Note—10p.; Paper presented at the Annual Meeting of the Speech Communication Association (63rd, Washington, D.C., December 1-4, 1977)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication (Thought Transfer), Higher Education, Logic, *Persuasive Discourse, Speech Communication, *Teaching Methods, *Writing Skills

Identifiers—*Audience Response

In an exercise designed to make students aware of their tendencies to examine a persuasive message from a single perspective, students were given a "Saturday Review" letter urging opposition to a bill. They were then told it was a hoax. Next, they were asked to specify "believable" and "unbelievable" features of the letter. Generally, they picked out many "unbelievable" and few "believable" features. The students were then presented with the actual effects of the letter, which clearly indicated that many people believed it to be true. With this information, students were asked to think about why their responses differed so greatly from the "real" responses; finally, they were told to examine the letter again to see what features made it believable. This exercise makes students more aware of their tendencies to examine a persuasive message from their own frame of reference and it helps illustrate the importance of audience analysis. (FL)

0187 ED 144 093

Smith, Eugene

Composition Topics that Fructify.

Pub Date—Mar 77

Note—16p.; Paper presented at the Annual Meeting of the Secondary School English Conference of the National Council of Teachers of English (5th, Seattle, Washington, March 11-12, 1977)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Theories, *English Instruction, Guidelines, Higher Education, *Self Expression, *Teaching Methods, *Writing (Composition), *Writing Skills

This discussion gives a rationale for providing options for extrapolation within the context of composition topics. Whether topics are specified by someone other than the writer or are self-chosen, they "fructify" according to the composer's sense of purpose and audience. Developing such a sense has not been a prominent part of the typical school composition assignment. A teacher can productively intervene in the invention process by constructing assignments that do not restrict subject matter but that do invite extensive exploration of specific composer/audience/subject relationships. Heightening students' awareness of these relationships can be a more helpful teaching strategy than the invocation of customary conventions of composition form. (KS)

0188 ED 078 431

Elbow, Peter

Writing without Teachers.

Pub Date—73

Note—196p.

Available from—Oxford University Press, 200 Madison Ave., New York, N. Y. 10016 ($1.50 paper)

Document Not Available from EDRS.

Descriptors—Creative Activities, *Creative Writing, *Expository Writing, Group Activities, Individualized Instruction, Prose, *Self Directed Classrooms, Technical Writing, *Writing (Composition), *Writing Exercises, Writing Skills

This book discusses a program for learning how to write fiction and poetry as well as reports, lectures, and memos. The program can be used in writing classes or by individuals who want to improve their writing ability. The first chapter discusses the value of "freewriting exercises," the production of unedited, non-stop written work. Chapter two provides suggestions on how to develop a facility for "making words grow." Chapter three discusses the process of the interaction of contrasting or conflicting ideas in writing. Chapter four discusses a teacherless writing class in which a number of people regularly meet to react to each other's writing, and chapter five further discusses the merits of such a class. An appendix essay provides a theoretical justification for the teacherless writing class and argues that the writing program proposed is not an anti-intellectual enterprise. (DI)

0189 ED 077 007

Symes, Ken M.

Frittered Away by Details: Some Thoughts on Teaching Specifics.

Pub Date—Nov 72

Note—10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (62nd, Minneapolis, November 23-25, 1972)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Abstract Reasoning, Cognitive Processes, *College Freshmen, Descriptive Writing, *Teaching Methods, *Writing (Composition), *Writing Skills

Teaching students to use specific details is perhaps the college writing teacher's most troublesome job. Much time and effort is wasted by marking students' papers with comments such as "specify," "details," "illustrate," or "demonstrate." Significant concrete details should occur to a writer before the generalization does, since the best kind of details that support an idea or suggest a feeling inhere in it from its beginning. An analysis of the mental operations which occur in the writing of details reveals that the student who is most proficient at this aspect of writing is able to put himself in the place of other readers even as he writes. To enable students to acquire this ability, teachers should assign students dramatic situations from which to write, spend time on pre-writing, and attempt to make students aware both of the tendency of the mature mind to generalize and of the difficulty of reversing generalizations to go back to the facts that led to them. (Author/DD)

0190 ED 034 755

Allan, Jan

An Imaginary Community–Hotel.

Centre for Information on the Teaching of English, Edinburgh (Scotland).

Pub Date—Jan 69

Note—3p.

Journal Cit—CITE Newsletter (Centre for Information on the Teaching of English); v2 n2 p16-7 Jan 1969

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Class Activities, Creative Writing, *English Instruction, Integrated Activities, Letters (Correspondence), Role Playing, Speech Communication, *Student Projects

An English class at Newtyle Secondary School, Scotland, spent four periods a week for 6 weeks on an anthological project entitled "hotel". Students assumed roles in an imaginary hotel community, wrote advertisements, brochures, and business letters, and participated in interviews, discussions, and dramatizations of specific hotel problems. Besides offering opportunities for students to participate in various English skills, the project was well received by the students. (MP)

0191 ED 016 642

WRITER AND AUDIENCE.

Northwestern Univ., Evanston, Ill. Curriculum Center in English.

Report No.—BR-5-0686-2; H-003-2

Pub Date—66

Contract—OEC-2-10-114

Note—118P.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Curriculum Guides, Diction, *English Instruction, Literary Criticism, Secondary Education, Speech, *Teaching Guides, *Writing (Composition), *Writing Skills

Identifiers— ILLINOIS, Illinois (Evanston), NORTHWESTERN CURRICULUM CENTER IN ENGLISH, PROJECT ENGLISH

THIS TWO-UNIT TEACHING GUIDE FOR SECONDARY SCHOOL COMPOSITION IS DESIGNED TO HELP STUDENTS BECOME AWARE OF THE DECISIONS INVOLVED IN ESTABLISHING A VOICE OR "PERSONA" AND OF THE EFFECT THESE DECISIONS HAVE ON THE IMAGE THAT IS PROJECTED

TO AN AUDIENCE. AN INTRODUCTION CONTAINS A RATIONALE AND SUGGESTED TEACHING PROCEDURES FOR DEVELOPING SKILL IN PRODUCING A PERSONA AND IN IDENTIFYING AN AUDIENCE. UNIT I, "IDENTIFYING THE WRITER," COMPARES A VARIED SELECTION OF PERSONA IN FOUR LESSONS–(1) HOW CHARACTER IS REVEALED IN PLAYS, (2) HOW THE AUTHOR STRIKES A POSE, (3) HOW THE PERSONA DEFINES VISION IN POETRY AND IN MASS MEDIA, AND (4) HOW STUDENT WRITERS ASSUME PERSONAE. UNIT II, "IDENTIFYING THE AUDIENCE," INCLUDES FIVE LESSONS–(1) HOW ONE PROCESS IS DESCRIBED DIFFERENTLY FOR FOUR DIFFERENT AUDIENCES, (2) HOW A PARTICULAR STYLE CAN PRODUCE A PARTICULAR KIND OF AUDIENCE AND IMITATORS, (3) HOW ONE THEME IS DEVELOPED THROUGH SEVERAL DIFFERENT MATERIALS, (4) HOW PERSONA CAN ADAPT TO VARIOUS AUDIENCES, AND (5) HOW PUBLIC MEN PROJECT THEIR PERSONAE FOR A PARTICULAR PURPOSE. EACH UNIT PRESENTS STUDY NOTES AND WRITING PROBLEMS DEVELOPED AROUND WRITING MODELS WHICH RANGE FROM RECENT MAGAZINE OR NEWSPAPER ARTICLES AND STUDENT WRITING TO POETRY AND EXCERPTS FROM PLAYS. WRITING MODELS ARE CITED, BUT NOT REPRINTED. SEE ALSO TE 000 124 AND TE 000 126 THROUGH TE 000 129. (JB)

TEACHER FEEDBACK

0192 ED 197 347

Applebee, Arthur N. And Others

A Study of Writing in the Secondary School. Final Report.

National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 80

Grant—NIE-G-79-0174

Note—242p.; A number of pages may not reproduce due to small type.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Classroom Observation Techniques, *Classroom Research, *High Schools, Interdisciplinary Approach, National Surveys, Student Behavior, Teacher Attitudes, Teacher Behavior, *Writing (Composition), *Writing Research, *Written Language

Identifiers—*Writing across the Curriculum

The seven chapters of this final report provide a discussion of a study detailing the instructional situations within which students are learning to write. Data reported from the study include a national survey of teaching practices and many classroom observations in ninth and eleventh grade content area classrooms (English, mathematics, foreign language, science, social science, and business education). Following the first two chapters, which offer an overview of the study and its design, results from the various parts of the study are woven together in three chapters focusing on the major research topics: the types of writing students are asked to do, teachers' purposes in making these assignments, and the interaction of purposes with the writing instruction provided. The sixth chapter brings the major findings together, highlighting the results in outline form. The final chapter places the results in the context of the more general question of what is needed to improve writing instruction in the secondary school. In service of the same goal, an appendix provides a bibliography of materials that offer practical, classroom-oriented suggestions for incorporating writing into a variety of different subject areas. Other appendixes provide further details about results and instrumentation. (RL)

0193 ED 158 276

Lamberg, Walter J.

Practices and Attitudes in Providing Information on Writing Performance.

Pub Date—[77]

Note—28p.; Study prepared at The University of Texas at Austin

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Practices, Educational Research, Elementary School Teachers, Elementary Secondary Education, *English Instruction, *Feedback, Negative Reinforcement, Positive Reinforcement, Secondary School Teachers, *Teacher Attitudes, *Teacher Response, Teaching Experience, *Writing (Composition)

The first section of this paper discusses various approaches used in providing feedback on student writing performance. It identifies four categories of feedback–positive versus negative, task-related versus task-unrelated, moderate versus extensive, and teacher-provided versus student-provided–and reports research findings related to each category. The paper then reports on a study in which 82 prospective and experienced elementary language arts and secondary English teachers were assessed regarding their practices in, and attitudes toward, providing feedback to students. Analysis of the results indicated that the majority of the subjects provided feedback that was negative, task-unrelated, extensive, and teacher-provided; that the majority of subjects believed that the types of feedback that were effective were positive, task-related, moderate, and teacher-provided; that the majority showed discrepancies between attitudes and practices; that more of the experienced than of the inexperienced teachers showed openness to alternative types of feedback; and that more prospective elementary teachers than prospective secondary teachers showed openness to alternatives. (GW)

0194 ED 144 049

Britton, James And Others

The Development of Writing Abilities (11-18).

Schools Council, London (England).

Pub Date—75

Note—222p.; A report from the Schools Council Project on Written Language of 11-18 year olds

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 11009, $6.95 non-member, $5.95 member)

Pub Type— Reports - Research (143)

Document Not Available from EDRS.

Descriptors—*Classification, Evaluation Methods, Language Acquisition, *Language Research, Secondary Education, *Writing Skills, *Written Language

Over 2000 samples of the writing of eleven to eighteen year olds were analyzed as part of an attempt to formulate and validate a system for categorizing student writing. The system that resulted has two dimensions: the function served by the piece of writing and the audience to which it is addressed. Significant associations were found between the categories and the sex of the student, the type of school, the year in school, and the various curriculum subjects. This report includes a discussion of the background of the project, the research problem and procedures, detailed descriptions of the categorization system, and results. (AA)

0195 ED 122 304

Cummings, Don Herum, John

The Teacher as Editor: Part One, Verse.

Pub Date—76

Note—16p.; Paper presented at the Annual Meeting of the Secondary English Conference (Boston, April 2-4, 1976)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Creative Writing, *Editing, *English Instruction, Higher Education, *Poetry, *Teacher Role, Teaching Methods, Writing Skills

This paper describes an approach for teachers to use in editing students' poems. The general editorial tactic recommended is for teachers to edit first drafts toward figures of speech, and towards the schemes and tropes that are latent or emergent within the students' writing. It is suggested that teachers avoid dealing directly with the contents of students' personal meanings in their poems. A sample of a student's work is given and then discussed in terms of editing the work to encourage the student to find a trope. The next step is to set up these core words and phrases on the page and to give the poems a sense of closure, possibly by echoing at the end some of the material mentioned earlier in the poem. The teacher should also be concerned about editing towards the scheme of the poem and arranging the poem so as to heighten these parallelisms. Students will learn from this kind of editing to look more carefully at what they have written. (TS)

0196 ED 120 794

Goodman, Alberta Darlene Judith

Utilization of Positive Feedback in a Classroom Environment of Acceptance to Promote Enhanced Learner Self-Concept and Improved Written Performance.

Pub Date—75

Note—128p.; A.D. Dissertation, The University of Michigan

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-9317, MF$7.50, Xerography $15.00)

Pub Type— Dissertations/Theses - Undetermined (040)

Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), Community Colleges, Doctoral Dissertations, *English Instruction, *Feedback, Higher Education, *Positive Reinforcement, *Self Concept, Teaching Methods, *Writing (Composition), Writing Skills

In this study, four teachers each taught a composition course at a community college in which they pointed out only those aspects of the students' work which were praiseworthy. On student essays, in their logs, during in-class activities, and during conferences, students were given only positive feedback. The objective of this approach was not to correct deficiencies, but to build strengths. To accommodate learning preferences, students were allowed to choose among small group work, role playing, modularized packages, mediated approaches, peer teaching, sensitivity exercises, simulations, decision-making games, and individualized projects as possible vehicles by which they could meet the goals of the course. The evaluative instruments included a pre- and post-test measurement which was a self-report language attitude questionnaire, the Personal Orientation Inventory, and performance differences in terms of amplitude and coherence counts between diagnostic and final essays. It was concluded that the students grew in both their self-concept of their ability to communicate and in their actual ability. (Author/TS)

0197 ED 071 083

Adams, Vernon Ardell

A Study of the Effects of Two Methods of Teaching Composition to Twelfth Graders.

Pub Date—71

Note—207p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-12,055, MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—College Bound Students, *Grade 12, *Student Attitudes, *Teaching Methods, *Writing (Composition), *Writing Skills

Two different teaching methods were compared for their effectiveness on the writing skill and attitudes of twelfth graders. The sample included 135 randomly assigned students in six classes of an elective precollege writing course, with no significant differences between the students on the basis of ability or attitude. Traditionally oriented Method A imposed a high level of structure on all classroom activities and assignments. Writing assignments were preceded by a study of several professional essays, the topics were clearly limited, and the length and form of discourse were always prescribed. Comments by the graders were brief and directed at the errors in organization or arrangement of paragraphs. Method B, on the other hand, was quite flexible. There were no writing models (except those written by students), topic restrictions, or prescribed lengths and formats for themes. Mechanical and structural errors were unmarked

and final comments were rather long and affirmative relative to students' ideas. Differences in writing skills and attitudes were evaluated and measured with the results indicating a greater positive student attitude toward Method B. No statistically significant differences in writing skills were found between the two methods throughout the study. (Author/HS)

0198 ED 053 142
Clark, William G.
An Evaluation of Two Techniques of Teaching Freshman Composition. Final Report.
Air Force Academy, Colorado Springs, Colo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No.—BR-5-8427
Pub Date—Jun 68
Note—53p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Analysis of Variance, College Freshmen, Correlation, *Data Analysis, *English Instruction, *Student Evaluation, *Teaching Methods, *Writing (Composition)

The effectiveness of two techniques of teaching freshman composition is assessed. One technique is the use of extensive written comments on the cover sheet and pages of a theme to inform the writer of his strengths and weaknesses. The other is the use of one class period per theme for the discussion of two or three of the themes written for that assignment. The freshman course in which the research was performed was the USAF Academy Fourth Class English course. The text for the course identifies, explains, and illustrates five components of expository writing: purpose, organization, content, sentences, and diction. Effectiveness of the techniques was measured by comparing skill in using these five components on their initial and final themes. Each of three instructors was asked to teach his four classes in four different ways: teach one class using one technique; one using the other; one using both; and one using neither. Data for the experiment were grades on four of the six out-of-class themes. Four readers were employed to grade the themes according to the following criteria: (1) purpose and organization, (2) content, and (3) sentences and diction. The scores were analyzed using standard product-moment correlational analyses and analyses of covariance. No reliable evidence was found to indicate that the two techniques, used singly or in combination, were superior to instruction which offered students no guidance for improving their writing. (CK)

PEER FEEDBACK

0199 ED 193 690
Airaudi, Jesse T.
The Reluctant Thinker and the Uses of Voice Parody in the Classroom.
Pub Date—Oct 80
Note—9p.; Paper presented at the Annual Meeting of the Rocky Mountain Modern Language Association (34th, Denver, CO, October 16-18, 1980).
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Higher Education, *Language Styles, *Parody, *Teaching Methods, Writing Exercises, *Writing Instruction, Writing Skills

Student writers should be encouraged to move beyond a "jargon" or "public discourse" model of writing. This can be accomplished by capitalizing on the students' knack for imitation by turning it into public parody. After being divided into small panels of three, four, or five members, students are assigned a voice and topic and asked to develop a parody. Suggested voices and topics include (1) a bureaucrat announcing an energy conservation plan in the home, (2) a politician admitting to being caught red-handed at some shady deal, (3) a weather announcer with tomorrow's weather, (4) a spokesperson for a company explaining to the public why prices must go up, or (5) a commercial sales person selling a new "wonder" product. One class period is enough, most students can construct the parodies from these topics "cold." Each group is encouraged to develop its parody solely for the entertainment and approval of the other members of the class. This parody technique carries over to each students' serious writing–by laughing themselves out of their affectation, the way is cleared for the students' own voices to emerge. (HOD)

0200 ED 192 327
Gwyn, Cindy Swanson-Owens, Deborah
Essay Editing: Helping Students Teach Themselves.
Pub Date—[80]
Note—12p.
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Editing, *Expository Writing, Higher Education, *Peer Evaluation, *Teaching Methods, Writing Exercises, *Writing Instruction, *Writing Skills

Since good prose is usually prose that has been carefully edited, devoting a significant portion of class time to editing should improve the writing and attitudes toward writing of college students in expository writing classes. By requiring students to edit their essays in class, writing teachers force the students to break their writing into a series of steps and to realize that writing is a process. One method of working the editing process into classroom activities is to have students meet in groups of three during the week before essays are due and have them edit each other's work. Preparing students to edit essays in this manner requires both individualized and group instruction in how to work with others and how to read essays critically. This information is provided by the teacher through lectures, drills, and homework interspersed with editing activities throughout the semester. In this way, students will initially edit papers for only those techniques that have previously been covered in class. As the semester goes on, they will acquire more expertise in editing until they have learned all the essential editing skills. An alternative to interspersing instruction with editing is to spend the first part of the semester instructing and the last part editing. Both schedules have been successfully applied. (A sample editing checklist for use by students is attached.) (RL)

0201 ED 189 604
O'Donnell, Cathy
Peer Editing: A Way to Improve Writing.
Pub Date—Mar 80
Note—7p.; Paper presented at the combined Annual Meeting of the Secondary School English Conference and the Conference on English Education (Omaha, NE, March 27-29, 1980).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Editing, Evaluation Methods, *Grouping (Instructional Purposes), Higher Education, *Peer Evaluation, Peer Influence, Secondary Education, *Teaching Methods, *Writing (Composition), *Writing Evaluation, *Writing Exercises, *Writing Instruction

This analysis of peer editing techniques briefly discusses the following: (1) the advantages of peer group editing, such as the availability of a wider audience and writing models; (2) the potential disadvantages of grouping unskilled or uncommitted students; (3) forming groups; (4) using sentence combining exercises to facilitate trustbuilding; (5) sequencing assignments, beginning with a first-person narrative; (6) sharing papers by reading them aloud; (7) editing responses; and (8) evaluation procedures. (AEA)

0202 ED 188 277
Goldstein, Jone Rymer
Integrating Interpersonal and Small Group Oral Communication Skills into the Technical Writing Course.
Pub Date—May 80
Note—27p.; Paper presented at the Annual Meeting of the International Technical Communication Conference (27th, St. Louis Park, MN, May 14-17, 1980).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Communication Skills, Group Discussion, Higher Education, *Interpersonal Competence, *Small Group Instruction, *Speech Communication, Teaching Methods, Teamwork, *Technical Writing, *Writing Skills

By adopting methods for teaching oral communication skills in conjunction with writing, instructors can help students become more competent technical communicators. Dyadic skills in interpersonal communication and small group discussion are the highest priority of the technical writing curriculum and can be taught through a team writing project. Students can thus experience genuine dialogue that is related to their writing and can explore interaction with each other through the composing process. The instructor must turn the direction of each team over to its members but must intervene to enhance the group process, counsel students on interpersonal development, and supervise the task progress and the team composing. (Author/FL)

0203 ED 185 562
Roth, Audrey J.
Editorial Groups: A Writing Process.
Pub Date—Mar 80
Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Editing, Group Activities, Higher Education, Organization, *Small Group Instruction, Teaching Methods, *Teamwork, Writing (Composition), *Writing Instruction, *Writing Processes

Organizing writing students into three-member editorial groups is a teaching technique that focuses student attention on the stages of the writing process, their progression, and their interrelation. The technique also increases peer cooperation and evaluation, while enabling teachers to spend less time grading homework and more time working with students who need special attention. In each editorial group, one student concentrates on one facet of the composition–authoring, editing, or proofreading. Each group submits one paper for each writing assignment, and group members receive the same grade for their combined efforts. During the course, each group member will shift to a different responsibility within the group; and ultimately, after several of the group assignments, students will be expected to write one or more papers alone. As part of the emphasis on peer involvement, all students in the class are asked to comment on all the papers written for the course. Although editorial grouping may not be feasible for every writing class, most students who have been involved with the technique thus far have expressed interest and enjoyment concerning their increased involvement in the writing process. (RL)

0204 ED 184 122
Healy, Mary K.
Using Student Writing Response Groups in the Classroom. Curriculum Publication No. 12.
California Univ., Berkeley. School of Education.
Spons Agency—Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—80
Note—38p.
Available from—Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 ($1.50 postage and handling)
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Evaluation Methods, Expository Writing, Feedback, Group Experience, Group Structure, Secondary Education, *Small Group Instruction, *Student Reaction, *Teaching Methods, *Writing (Composition), Writing Exercises, *Writing Instruction, Writing Skills
Identifiers—*Bay Area Writing Project

This booklet is one of a series of teacher-written curriculum publications launched by the Bay Area Writing Project, each focusing on a different aspect of the teaching of composition. Step-by-step direc-

tions are provided to develop small writing response groups in any junior high or high school classroom, whether English, science, or social studies. The steps described include preparing for small group response sessions, establishing response groups, using transcribed examples of small group response, evaluating response group work, and coping with problems that may occur in small group work. (AEA)

0205 ED 179 996

Hawkins, Thom

Intimacy and Audience: The Relationship between Revision and the Social Dimension of Peer Tutoring.

Pub Date—Dec 79

Note—10p.; Paper presented at the Annual Meeting of the Modern Language Association (9th, San Francisco, CA, December 27-30, 1979)

Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cross Age Teaching, Higher Education, Individualized Programs, Peer Influence, *Peer Teaching, Program Descriptions, *Tutorial Programs, *Tutoring, *Writing (Composition), *Writing Skills

A review of more than 100 student journals that are kept as part of the requirements of an education course that gives juniors and seniors academic credit for tutoring freshmen and sophomores in writing reveals that the tutors contribute to the development of writing abilities by providing the opportunity to use oral language in discursive intellectual discourse. Among the advantages of the program are that tutors, through personal contact and sharing of their own experiences, help younger students gain a perspective on the use of academic language and its influence in an "impersonal" academic environment; that tutors, through establishing a secure relationship with tutees, can insist that the students produce their own papers; that tutors, by sharing an undergraduate experience, can provide student writers with a receptive environment in which to verbalize–to think out loud–in dialogue that is relatively unrestricted; and that tutors have time to allow the students to work through the process of substantive revisions, rather than to hurry toward completion of a final product. (AEA)

0206 ED 175 004

Spigelmire, Lynne

Use of a Modified Heuristic Device to Teach Peer Critiquing to Basic Writers.

Pub Date—Apr 79

Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Descriptive Writing, *Evaluation Methods, Higher Education, Paragraph Composition, *Peer Evaluation, Teaching Methods, *Writing (Composition), *Writing Exercises, *Writing Skills

Exploratory problem solving that utilizes self-educating techniques such as the evaluation of feedback to improve performance can be put to use in the composition classroom. Quantitatively evaluated prewriting exercises can help students in two ways: first, students learn to use procedures that can prepare them for more sophisticated devices; second, students unfamiliar with peer critiquing can learn to evaluate one another's prewriting work before they are asked to critique either more complex prewriting exercises or finished essays. Through a series of exercises, students practice substantiating or illustrating generalizations through the use of particular details or examples, then critique one another's papers by an actual count of the number of details used. Versions of the exercise call for two evaluators per paper and for an author's response. Problems with this form of peer critiquing are that basic writers do not always feel competent or willing to judge their peers' work, students are often unable to differentiate between details that are really examples of the generalization and details that are tangential, and much more work is created until students become familiar with the peer critiquing system. (The paper includes three examples of students' writing and tells how they were evaluated.) (AEA)

0207 ED 173 785

Morris, Sarah M.

Individualizing the Teaching of Writing.

Pub Date—Feb 79

Note—13p.; Paper presented at the Colorado Language Arts Society/National Council of Teachers of English Regional Conference (Colorado Springs, Colorado, February 23-25, 1979)

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*English Instruction, Higher Education, *Peer Evaluation, *Small Group Instruction, Teaching Methods, *Writing (Composition), *Writing Skills

An approach to teaching composition that involves small groups not only helps students to improve their writing skills but also teaches them to enjoy the process of learning. The approach calls for meetings with the entire class at the beginning of the semester so that students can become familiar with materials to be used in evaluating their writing. After two weeks, the students sign up for small groups and the class meets as a whole only occasionally thereafter. For the rest of the semester, the groups meet and discuss each member's rough drafts while the teacher helps the discussion as necessary and marks the original paper. Students are encouraged to write by preparing an outline, by getting the facts firmly in mind, by writing as rapidly as possible, and by concentrating on content rather than mechanics. Papers are short – four hundred or five hundred word – so that a student may go through the entire writing process each week. Such an approach motivates students and creates a sense of fun and worth. (TJ)

0208 ED 161 068

Christensen, Judie

Let's Write It Right! A Student-Oriented Approach for Teaching Letterwriting Skills.

Pub Date—Dec 77

Note—7p.; Paper presented at the 42nd Annual and 3rd International Convention of the American Business Communication Association (Chicago, Illinois, December 28-30, 1977); Not available in hard copy due to print quality

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Business Correspondence, *English Instruction, Evaluation Criteria, Higher Education, *Letters (Correspondence), *Peer Evaluation, Secondary Education, Small Group Instruction, *Teaching Methods, *Writing Skills

In the student-oriented approach to writing business letters, students work in small groups to write a series of letters. For the first letter, the groups take the role of consumers, writing letters to order merchandise. The letters are written on overhead transparencies and are then critiqued by the other teams, with an emphasis on constructive help. The remaining letters in the series are the order acceptance letter, for which the teams act as an employee of the company to which the first letter was sent; the complaint letter, in which the consumer tells of a problem with the merchandise purchased; and the adjustment letter, in which a company employee answers the complaint letter. Using this approach, students concentrate on making critical communication decisions and learn from what others write and say. (Guidelines are provided to aid in evaluating the different types of letters.) (GW)

0209 ED 116 217

Woodman, Leonora

Creative Editing: An Approach to Peer Criticism.

Pub Date—75

Note—18p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (65th, San Diego, California, November 26-29, 1975)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Editing, *Peer Teaching, Rhetorical Criticism, Secondary Education, *Student Writing Models, *Teaching Methods, Writing (Composition), *Writing Skills

Identifiers—*Peer Editing

The purpose of a five-week pilot project in composition at a Manhattan inner city high school were to test a methodology for teaching the nonnarrative essay and to determine if students could provide informed editorial guidance to other students in regular peer criticism sessions. The assumptions underlying the approach are that the central instructional task is the idea toward which the writer must adopt an interpretive posture, that the idea sentence (an analogic assertion) then becomes the thesis statement, that writing competence can be increased through acquisition of editorial skills, and that rhetorical instruction is best provided in an editorial context. Students first learned to identify analogic assertions and to recognize unity, coherence, and emphasis (without using these terms). The method was comparative and inductive. The students then progressed through a series of editorial activities, helping one another through their editorial efforts and increasing their own writing (and reading) skills. Results of this project show that if written discourse is considered as thought that is shaped and designed, directed and controlled, there is no child who lacks the conceptual resources to engage in the task. (Examples of student essays are included.) (JM)

0210 ED 089 275

Fisher, Martha A.

Does Anybody Need Reed and Kellogg Any More?

Pub Date—Nov 73

Note—13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (63rd, Philadelphia, November 22-24, 1973)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Instruction, *Creative Writing, *Sentence Diagraming, *Sentence Structure, *Structural Analysis, Structural Linguistics, Teaching Methods, Writing (Composition), *Writing Skills

Identifiers—*Free Writing

Sentence analysis by the Reed and Kellogg technique of diagraming can present the exact function of every clause in the sentence, of every phrase in the clause, and of every word in the phrase. Furthermore, it can teach the pupil to look through the literary order and discover the logical order, and it is from the teacher that the student learns the rules of logical order before he can write. What happens, however, is that this method, being prescriptive–first the rules, the forms and then the "stuffing"–intimidates the students so that they write very reluctantly and awkwardly. Collaborative learning, on the other hand, provides an opportunity for the students to help each other to write before a teacher lays down the rules. First the students are encouraged to write freely, uncriticized. Next, the students are encouraged to share their writings with each other for feedback, and then they proceed with editing. Teachers in this situation become tutors who help students with their problems in editing. At this point the teacher may, for purposes of elucidating sentence analysis, use Kellogg and Reed, but not as the point of departure. (HOD)

0211 ED 082 240

Ford, Bob Wayne

The Effects of Peer Editing/Grading on the Grammar-Usage and Theme-Composition Ability of College Freshmen.

Pub Date—73

Note—126p.; Ed.D. Dissertation, The University of Oklahoma

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-15,321, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*College Freshmen, College Instruction, College Students, *English Instruction, *Peer Teaching, *Student Centered Curriculum, *Teaching Methods, Writing (Composition), *Writing Skills

This study was conducted to determine the effects of peer editing/grading of themes on grammar-usage and theme-writing ability of students enrolled

in freshman level college composition courses. Fifty students, equally divided into experimental and control groups, completed two forms of the Language Knowledge Test (LKT), one as a pretest and one as a posttest, and wrote seven themes during the eighteen-week experiment. Differences between the LKT scores were considered to be grammar-usage change scores, while differences between the numerical values attached to the first and seventh themes were considered to be theme-composition change scores. The experimental group, those students who edited and graded each others' themes, made significantly higher gains in both their grammar-usage ability and their theme-composition change scores than the control group students, whose themes were edited and graded by the course instructor. None of the biographical variables–sex, size of hometown high school, time of class meeting, academic major, age, English ACT score, and grade classification–was significantly related to the students' gain scores, although the last three listed showed slight correlations with the scores. Several implications for further research are suggested. (Author/TO)

0212 ED 024 670

Saunders, Dorothy O.

Author and Audience.

Pub Date—Nov 67

Note—10p.; Address given at the Annual Convention of the National Council of Teachers of English (Honolulu, Hawaii, Nov. 1967).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audience Participation, *Audiences, Classroom Communication, Creative Activities, *English Instruction, Self Esteem, Self Evaluation, Self Expression, Speech Communication, *Story Telling, Student Attitudes, Student Motivation, Student Reaction, Teaching Methods, Writing (Composition), *Writing Skills

The relationship between audience and storyteller can be the most dynamic factor in composition by young people. However, the child must know that his creative endeavors will be presented to an audience which is favorably disposed toward him and which will offer only appreciative constructive criticism. Through noting the responses of his audience to his story-telling, the child learns to manipulate narrative techniques for the best effect. In addition to varying the presentation, he will often alter the direction of the narrative in anticipation of the audience's response. When he himself is a part of the audience, the child learns by comparing his reactions to those of other students. With this favorable audience rapport, the child is free to experiment with new techniques of narrative composition and is able to take satisfaction in his achievements. (LH)

PUBLISHING STUDENT WRITING

0213 ED 191 037

Moe, Eleanor

ABC's of Writing a High School Best Seller.

Pub Date—Nov 79

Note—8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (69th, San Francisco, CA, November 22-24, 1979).

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Books, *Creative Writing, *English Instruction, Literature, *Novels, Secondary Education, Student Participation, Teaching Guides, *Writing Instruction

A guide to the development of a class project in novel writing is provided in this paper. A seven-week production schedule is suggested with projects including: (1) setting, plot, beginning character development, and selecting editors; (2) continuing character development and outlining plot; (3) working on the rough draft; (4) filling in the rough draft; (5) editing and revising; (6) revising and typing the final edition; and (7) proofreading, selling, and collating. The paper also provides a list of practical suggestions for implementing the project. A sample of group character delineation is given, a rough plot of a sample novel and later plot development is sketched, and a sample of division of student responsibility is shown. Sample titles submitted by students for a class novel are also listed. (MKM)

0214 ED 185 564

Wess, Robert C.

Publishing Student Writing: An In-Class Model.

Pub Date—Mar 80

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College English, Course Descriptions, Higher Education, Student Motivation, *Student Publications, Teaching Methods, *Writing (Composition), *Writing Instruction

Identifiers—*Writing for Publication

After reviewing the benefits of the in-class publishing of student writing, this paper describes such a college freshman publication and the process of producing it. The reasons presented in support of publishing student work include the observations that most students have no other opportunity to publish; that the composition classroom should be a workshop where students learn revision, proofreading, and preparing a manuscript for close scrutiny; and that the relative immediacy of such a publication generally intensifies the writing efforts of unpublished students. Described in the process of producing the publication are marketing the project to the students, arranging financing, collecting and selecting manuscripts, organizing the contents, and distributing the complete booklet. (AEA)

0215 ED 179 971

Lux, Katy Nobel, Marcia

Hamilton Happening: A Creative Writing Scoop.

Kentwood Public Schools, Mich.

Pub Date—[78]

Note—32p.

Pub Type— Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Creative Writing, Elementary Education, Instructional Materials, Language Arts, *Newsletters, *Program Descriptions, *Teacher Developed Materials, Teaching Methods

A practical, low-cost plan that involves teacher workshops and noon-hour workshops for students to encourage creative activity in an elementary school program for kindergarten through grade five is described in this booklet. Included is a sample of a monthly newsletter that suggests activities for creative involvement that are seasonal, centered around monthly themes, and focused on different kinds of student-produced poetry, a description of an annual creative arts fair, examples of publicity for the fair, a student award certificate for fair participation, and student and teacher evaluation sheets. (AEA)

0216 ED 162 293

Daku, Joseph Casey, John

Young Authors: Writing for Real.

Pub Date—Jan 77

Note—27p.; Paper presented at the Winter Conference of the New Jersey Reading Teachers Association (McAfee, New Jersey, January 1977)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Editing, Elementary Secondary Education, *English Instruction, Feedback, Guidelines, *Language Arts, Layout (Publications), *Student Publications, *Writing (Composition), Writing Skills

Identifiers—Book Binding, *Book Production

Step-by-step guidelines for teaching students the processes involved in conceiving, writing, editing, and binding books are presented in this paper. Following a discussion of the values and aims of such a project, possibilities are noted for making class, small group, or individual books. Guidelines are then provided for helping students become involved in the project, find subjects, plan how to treat their subjects, research their subjects, refine and organize their materials, work in workshop situations to obtain feedback and criticism, and complete the processes of writing a first draft, editing and proofreading, writing a second draft, and making a dummy of the book (for which detailed instructions are included). Suggestions for evaluation follow, after which a three-stage editing checklist is provided to help students edit their papers after reading them aloud to the class, reading them to partners, and checking each other's papers for mechanical errors. Illustrated instructions for binding a book are then presented, divided into preliminary comments, a list of materials needed, and step-by-step instructions for preparing book pages, preparing and sewing book spines, making book covers and covering the books, and putting books together. (GW)

0217 ED 140 253

Goodman Y. And Others

Encouraging Young Authors and Young Readers.

Pub Date—May 77

Note—14p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Awards, Community Involvement, Conferences, *Creative Writing, Elementary Education, *Literature Appreciation, *Motivation Techniques, *Reading Interests, *Writing (Composition)

Identifiers—*Arizona Young Authors Conference, *Arizona Young Readers Award

This paper discusses two conferences that focus on readership and authorship in an attempt to make reading and writing more significant in the lives of young people. The Arizona Young Authors Conference provides a wide range of opportunities for students to write and to begin to realize their potential as young writers. Participating children, from kindergarten through eighth-grade, represent their schools and include a variety of academic, socioeconomic, linguistic, racial, and ethnic groups. The Young Readers Award stimulates the interest of children and youth in reading literature. The children read, or are read, at least 5 of 20 selected books and vote on their favorite, to express their appreciation to authors who write in a manner which appeals directly to them. Many persons in schools, libraries, universities, and homes are involved in these conferences and are working together with a common goal of encouraging reading and writing by all children in the school/library community. (MB)

0218 ED 139 013

From Cover to Cover: Publishing in Your Classroom.

Encyclopaedia Britannica, Inc., Chicago, Ill.

Pub Date—[76]

Note—13p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Class Activities, Elementary Education, *Language Arts, Language Enrichment, *Language Experience Approach, School Publications, *Student Publications, *Writing (Composition), Writing Skills

Publishing children's written work in the elementary classroom enables children to see themselves as creators of ideas, as producers of language, and as functioning members of the language community. This paper suggests many forms in which children's writings may be published. Step-by-step explanations and accompanying illustrations tell how to publish children's work in the form of Posters, charts, and broadsides; how to make class books; how to publish newspapers and magazines; how to make simple hard-cover bindings for books; and how to use dry mounting tissue to make hard-cover books which are much like commercially bound volumes in appearance and durability. (GW)

0219 ED 126 513
Berthelot, Dolly
Regional Book in Magazine Format: Project for Journalism Schools.
Pub Date—76
Note—15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (College Park, Maryland, August 1-3, 1976)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Course Descriptions, Course Organization, Editing, Higher Education, *Journalism, *Local Color Writing, *Periodicals, Publishing Industry, *Student Projects
"Pioneer Spirit 76," an original bicentennial anthology from the Smoky Mountains region, was begun to gain in-depth editing and publishing experience and to test the feasibility of having journalism students produce a publication for a market beyond campus. This report traces the development of this book in magazine format, offers a basic plan for producing and distributing such a book within the quarter or semester system, and suggests the potential for learning laboratories within journalism departments. Created with limited funds and resources, and marketed to tourists and regional residents, the book contains articles and photographs in 84 pages. Participants were mainly University of Tennessee upperclass and graduate student volunteers. The results of the book project indicate that a regional or city book laboratory, within a university journalism department, could offer students realistic education and professional experience with academic guidance and evaluation. (Author/JM)

0220 ED 114 792
Chambers, Susan
Readers Write Books: A How-to-do-it Manual.
Rockford Public Library, Ill.
Pub Date—75
Note—50p.
Available from—Rockford Public Library, 215 North Wyman Street, Rockford, Illinois 61101 ($2.00)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Books, *Childrens Literature, Disadvantaged Youth, Elementary Secondary Education, *Language Experience Approach, Library Materials, Library Services, Reading Materials, *Student Developed Materials, *Writing (Composition)
The reader-written book program at Rockford (Illinois) Public Library has been an extremely successful outreach program used to interest the disadvantaged child in library materials and services. Reader-written books are written by using the language experience approach techniques of having the child tell a story orally, recording that story on a tape-recorder, and having an adult transcribe and edit the story. At the library the story is typed in book form and illustrated with original drawings, magazine cut-outs, or photos. A vocabulary page, a biographical paragraph about the author, and a photo of the author are prepared. The book pages are dry-mounted together and laminated by the child, then bound with a plastic spiral binding. Next, the book is given a bookcard and pocket and is catalogued in the library, ready to be checked out as any other book would be. How-to-do-it instructions cover the topics of how to help children write books, how to plan a similar program and train helpers, and how to adapt the program to other users. Examples of stories and illustrations from the children's books are included. (MKM)

0221 ED 070 104
Kinnick, B. Jo, Ed.
The School Literary Magazine.
National Council of Teachers of English, Champaign, Ill.
Pub Date—66
Note—81p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 31806, $1.40 non-member, $1.25 member)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Anthologies, College Instruction, *Creative Writing, Elementary Education, English Curriculum, *English Instruction, Evaluation Criteria, Journalism, Literary Criticism, Literary Discrimination, *Periodicals, Poetry, *School Publications, Secondary Education, Short Stories, Student Writing Models, *Writing (Composition)
Ideas for stimulating student writing and for publishing a school magazine to provide that writing with an audience are presented in this book. Creative writing programs and literary magazines for both elementary and secondary grades are discussed; the role of the literary magazine in the English program is evaluated; and the value of a student publication as a teaching device is described. A college magazine ("The Galleon," published at McMurry College, Abilene, Texas) and a yearly anthology (the "Oklahoma High School Anthology") are examined in detail. The critical ability of high school students and the necessity for maintaining a magazine's literary quality through imagination and continual evaluation are concluding topics. Appended materials include an annotated bibliography on writing, the results of a survey of high school literary magazines, suggested criteria for evaluating literary magazines, and an analysis of typical problems in college-level manuscripts. (This document previously announced as ED 025 517.) (LH)

0222 ED 064 208
Landrum, Roger And Others
A Day Dream I Had at Night and Other Stories: Teaching Children How to Make Their Own Readers.
Teachers and Writers Collaborative, New York, N.Y.
Spons Agency—New York State Council on the Arts, New York.
Pub Date—71
Note—131p.; Contributions by children from PS1 and PS42 in New York City
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Bilingual Students, *Creative Writing, Cultural Background, *Curriculum Development, Elementary Education, Humanities Instruction, Interdisciplinary Approach, *Literature, Student Developed Materials, Teacher Developed Materials, Teaching Guides, *Teaching Methods
The teachers guide explains how original class reading books were made from children's own work for an elementary grade oral literature project in an urban education environment, and presents a collection of these stories. The objective was not to set up scholastic rules for composition but, rather, to concentrate on the natural competency of bilingual children with spoken language. Since children of many races and cultures comprised the two experimental classrooms the intention was to have children express themselves in terms of their cultural heritage, retaining and encouraging the ethnic flavor in a comfortable yet imaginative manner. The teacher hand-wrote stories that children volunteered to tell them, typed the stories, and returned them to the individual students to read. Pronunciation errors and patterns of grammatical errors were noted by the teacher during transcription, making these mistakes gradually evident to the student. Sets of language drills were designed by the teacher to correct these problems. From this project the children gained an enjoyment of literature, a sense of competency with language, and most important, a sense of society within the classroom. A related document is SO 003 126. (SJM)

0223 ED 034 753
Langan, Charles
Anthological Project: Newspaper, 1st April, 1984.
Centre for Information on the Teaching of English, Edinburgh (Scotland).
Pub Date—Jan 69
Note—4p.
Journal Cit—CITE Newsletter (Centre for Information on the Teaching of English); v2 n2 p13-15 Jan 1969
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Class Activities, *English Instruction, Listening Skills, Newspapers, Peer Relationship, *Student Motivation, *Student Projects, *Student Publications, Teaching Methods, Teamwork, *Writing (Composition), Writing Skills
The conventional textbook approach to English, at Saint Augustine's Secondary School in Glasgow, was replaced with an anthological project–a class newspaper. To prevent plagiarism and to stimulate creative thought, students were asked to use April 1, 1984, as the publication date. Initially, the class was divided into six groups to represent the various sections of a newspaper; later, this formal organization was relaxed to permit more individualized work. In addition to his normal reporting duties, a staff member was required to review a TV show, a film, or a book every 2 weeks. The teacher, with the writer in attendance, generally scrutinized every fifth exercise; and samples of good and bad writing were regularly duplicated and evaluated in class. (A brief outline of another anthological project, "Romance-Wedding," is appended.) (MP)

WRITING FOR THE WORLD OF WORK

0224 ED 198 528
Options in Education, Program Nos. 266-267. "College Writing," Parts I & II.
George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.
Pub Date—80
Note—27p.; Not available in paper copy due to marginal legibility of original document.
Pub Type— Opinion Papers (120) — Guides - Classroom - Teacher (052) — Creative Works (030)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*College English, College Students, Higher Education, Scripts, *Technical Writing, *Writing Instruction, *Writing Skills
The perceived problems of college students' writing and possible ways to improve college writing instruction are the topics of these radio transcripts. In the first script, parents, teachers, and students comment on the state of writing in college. Professionals are interviewed who comment on the difference between oral and written English, the emphasis on clarity, the need for revision, computer analysis of writing as a way to analyze papers, and new ways to teach sentence parts. The second transcript focuses on the value of writing in the world of work. Emphasis is given to discussing technical writing required of engineers and business people and the merits of technical writing classes versus classes emphasizing the humanities. (MKM)

0225 ED 198 518
Day, Mildred L.
Strategies for Teaching the Non-Traditional Student.
Pub Date—Nov 80
Note—10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (70th, Cincinnati, OH, November 21-26, 1980).
Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Learning, Adult Students, *Course Organization, Higher Education, *Individualized Instruction, Learning Processes, *Nontraditional Students, Teaching Methods, Writing (Composition), *Writing Instruction
The increase in adult college students who have been away from formal education for several years and who are seeking degrees to match the status level they have achieved in business requires a specially organized composition course. Two strategies will keep the course organization and content professional, yet meet individual students' needs in grammar and mechanics without frustration or embarrassment. The first strategy is the use of the syllabus as an advance organizer, allowing mature control of study time and flexibility for making up work from unavoidable absences. The second involves an analysis of the course and incorporates eight levels of learning. Level one, signal learning, deals with adults' conditioned responses to school in general and composition in particular. The second level, stimulus/response learning, is positive reinforcement for adult writing efforts. The third and fourth levels are chaining, a sequence of learned responses often no longer contiguous in older students. The fifth level, multiple discrimination learn-

ing, deals with varying approaches to organizing ideas, while the sixth, concept discrimination, stresses concept similarities such as metaphors and analogies. The acquisition of structure rules in writing comprises the seventh level, and the eighth level, problem solving, involves knowing the rules so well that one knows when to break them. Use of these strategies can help the composition teacher become more sensitive to the needs of adult students. (HTH)

0226 ED 197 356
Smelstor, Marjorie Tangum, Marion
Taking the Writing Lab–and English Majors–Outside the University.
Pub Date—Nov 80
Note—13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (70th, Cincinnati, OH, November 21-26, 1981).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, *Business Correspondence, *College English, Higher Education, *Letters (Correspondence), Skill Development, *Technical Writing, Writing (Composition), Writing Instruction, *Writing Skills
Identifiers—*Writing Laboratories
Because the Texas Department of Human Resources (DHR) was demanding writing competency from its employees, and the University of Texas at San Antonio (UTSA) had a supply of competent writers in the form of undergraduate and graduate English majors, UTSA established a writing laboratory at the DHR. A three-credit course was developed to briefly train the intern students in writing for nonacademic audiences and to examine the concerns of writing instructors in the areas of writing process, aim and audience, voice, diction, and use of simple English. The initial writing lab, to which DHR employees could bring a piece of writing and receive individual tutoring, was not used by the employees, so the lab was adapted to the needs of a bureaucracy. A telephone "grammar hotline" brought many questions, and orientation sessions with successive small groups of employees helped to acquaint the UTSA students with the employees' specific writing needs. Effective letter writing, medical terminology, and simple English instead of bureaucratic jargon were some areas studied in the meetings. Three positive results came out of the program: improved writing by the DHR employees, their new awareness of language and ways to use it more effectively, and administrative approval for an expanded laboratory. (HTH)

0227 ED 196 026
Brown, Marion And Others
Writing Outside the Classroom: Real Audiences, Real Situations.
Pub Date—Nov 80
Note—11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (70th, Cincinnati, OH, November 21-26, 1980).
Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Assignments, Audiences, *Course Content, Creative Writing, English Instruction, Higher Education, *Program Development, Skill Development, *Technical Writing, *Writing Exercises, *Writing Instruction, Writing Skills
The English department of a technical college has developed a writing program that uses real audiences and real situations to better prepare students for the communication requirements of their professions. The exercises for each class are focused on the course content. In an advanced technical communication course, senior design, the students are required to build a prototype or model, collect and analyze data, or write a computer simulation. The students are then given an audience for whom the project might have been carried out and are asked to write a report on that project. In the freshman composition class, students learn to write letters of application and develop resumes for the jobs they will apply for while they are students. The course in creative writing focuses on writing for publication, which provides both an immediate audience in the publisher and a primary audience in the readers. Students in engineering technology learn effective technical writing by directing their memos and progress reports to their "supervisor" instructor. Composition students may evaluate the writings of technical students to provide a nontechnical audience for assembly guides or operator's manuals. (HTH)

0228 ED 194 809
Business Education: Learning Activities Packet for Office Education.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
Pub Date—Nov 79
Note—457p.; Small print in forms will not reproduce well.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors—Accounting, Behavioral Objectives, Business Education, Business English, Consumer Education, Individualized Instruction, Interest (Finance), *Job Skills, Learning Activities, Letters (Correspondence), Mathematics, Office Machines, *Office Occupations Education, Portfolios (Background Materials), Pretests Posttests, *Punctuation, Recordkeeping, *Reprography, Secondary Education, Shorthand, Typewriting
Identifiers—Checking Accounts, Price, Supply and Demand
These seventeen individualized learning activities packets (LAPs) are intended to relate essential competencies needed for entry or advancement in office occupations to the secondary level office education program and to assist students in achieving occupational proficiency in business careers. Each LAP contains some or all of the following materials: (1) LAP structure and use, including organization, objectives, procedure, terminology; (2) pre-assessment; (3) learning activities with necessary explanations, instructions, handouts; (4) work-sheets; (5) self evaluation; (6) post-assessment; (7) answer keys; and (8) references. Notes to the learning manager accompanying each LAP suggest appropriate grade levels and courses/classes and special material needed and provide supplemental information. These LAPs are provided: Balance Sheet; Calculating Interest; Income Statement; Letter of Application; Letter Mechanics; OCA (Opening a Checking Account); Pay Early–Save Cash–Calculating Cash Discount and Net Cash Price: Price, Sushi, and the Sushi Eaters; Proofreading for Mailability; Reinforcing Shorthand Theory for Chapter 1 (Greff Diamond Jubilee Series); Reprographics: The Fluid Duplicator; Resume–A Necessity; RWC (Record and Write Checks); The Connecting Semicolon and The Announcing Colon; The Indispensable Comma; The Stencil Duplicator; and Typing a Topic Outline. (YLB)

0229 ED 193 649
Hogan, Michael
Writing for the World of Work: An Experiential Project.
Pub Date—Oct 80
Note—20p.; Paper presented at the Annual Workshop on the Teaching of Technical Writing (4th, Carbondale, IL, October 17-18, 1980).
Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, College Freshmen, *Course Descriptions, Higher Education, *Problem Solving, *Student College Relationship, *Technical Writing, *Writing Exercises, *Writing Instruction
A collaborative project in a college freshman technical writing class produced multiple benefits to those involved. The project, designed to be an experiential and investigatory writing assignment rather than a perfunctory one, challenged students to identify a campus problem regarding enrollment procedures and to work through the problem-solving steps of investigating the problem, analyzing the data collected, and proposing a workable solution. Students were asked for a progress report, a final report, and an oral presentation for the report to the college enrollment committee. The benefits of the project were that (1) the administrative staff received a report that described a problem in detail and supplied an easily accomplished solution, (2) the university students received help during the next enrollment period, and (3) the writing class members experienced a comprehensive writing exercise rather than fragmented assignments. (A copy of the project description is appended.) (AEA)

0230 ED 192 335
Draft Specifications for an Undergraduate Course in Professional Writing.
American Institutes for Research, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—AIR-75001-8/79-IR
Pub Date—Aug 79
Contract—400-78-0043
Note—8p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Course Content, Course Descriptions, *Course Organization, Expository Writing, Higher Education, Instructional Materials, *Professional Education, *Technical Writing, *Writing Instruction, *Writing Skills
Identifiers—*Document Design Project
Draft specifications for an undergraduate course in professional writing, designed to teach practical writing skills, are presented in this paper. The paper notes the need for such a course to prepare professional personnel for the writing they do in their jobs, and it suggests that the course be aimed at juniors and seniors in liberal arts, engineering, and business programs. It then presents a prospective outline for the course, indicating topics that would be covered in an introductory course overview and in teaching students about six areas: (1) making decisions about documents, (2) prewriting steps, (3) writing and designing a document, (4) editing and revising a document, (5) evaluating documents, and (6) legal drafting and forms design. The paper also discusses the course format, materials for the course, and staffing for the course. (GT)

0231 ED 186 932
US Air Force Effective Writing Course: Writing Improvement.
Department of the Air Force, Washington, D.C.
Report No.—AFP-13-5
Pub Date—2 Jan 80
Note—72p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402 (Stock No. 008-070-00444-5).
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Armed Forces, Career Education, Higher Education, *Military Personnel, *Technical Writing, *Writing Exercises, *Writing Instruction, *Writing Skills
The exercises in this pamphlet were designed to help United States Air Force personnel improve the effectiveness of their writing. Rules and exercises are provided in the following areas: (1) organizing ideas (paragraphs, subparagraphs, the main point, and reader needs); (2) speaking on paper–using personal pronouns, contractions, small words, and questions; (3) avoiding needless words; and (4) solving special problems, such as passive verbs, instructions, and parallelism. A checklist for effective writing, suggestions for using simpler words and phrases, and a list of books on writing are attached. (RL)

0232 ED 186 889
Mitchell, Ruth
Writing for Survival.
Pub Date—Mar 80
Note—34p.; Paper presented at the Annual Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Career Education, Consultants, Course Content, Course Descriptions, Course Objectives, Editing, *Education Work Relationship, Higher Education, Internship Programs, Proposal Writing, Teaching Methods, Technical Writing, *Writing (Composition), *Writing Instruction, *Writing Skills

The justification for including a year-long course in practical writing and editing in a research-oriented university's writing program and a description of that course are presented in this paper. Discussed are the responses to four questions: What is practical or survival writing? How much is there of it? What can a university gain from teaching it? How should it be taught? Practical writing is defined as letters, research reports, memos, proposals, summaries, news releases, newsletters, and rewriting. The amount of practical writing is measured and found to make up the bulk of writing produced at any point in history. The reasons listed for teaching practical writing at the university level include the benefit to the students as career preparation, the improvement of academic writing in general, and the need for extensive research on the process, product, and effect of writing. A major portion of the paper describes the organization and methods of the course that incorporate lists of specific writing assignments, visiting lecturers, eight-week long internships, student-prepared oral briefings related to their on-the-job experience, computer editing training, and class production of a promotional brochure. (AEA)

0233 ED 185 591

Mees, George P. E.

Creating a Reason to Write: Dynamic Communication Exercises for Professionally-Oriented Students.

Pub Date—Mar 80

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, *Language Skills, Listening Skills, *Professional Education, Program Descriptions, Reading Skills, Speech Skills, *Student Motivation, Student Needs, Teaching Methods, Technical Writing, *Writing (Composition), *Writing Instruction

College students who have clear goals for careers in engineering, management, law, medicine, and teaching have a pressing need to become proficient in writing, speaking, listening, and reading. While they should continue the reading and analysis of imaginative literature that they began in high school, they should also develop their latent powers in the other dimensions, especially listening and speaking, and should learn the basic techniques and subtleties of professional writing and reading as well. Exercises that combine as many of the four skills as possible have proven to be both well-liked by students and very efficient in increasing overall mastery of language skills. Two typical assignments–interviewing and abstracting–illustrate how the student is required to produce coherent, useful communication using several skills in conjunction. Success of the pedagogy is shown by growth in syntactic maturity, organization, emphasis, documentation, and student confidence. (Author/FL)

0234 ED 181 486

Locker, Kitty O.

What Do Writers in Industry Write?

Pub Date—Oct 79

Note—15p.; Paper presented at the Annual Meeting of the Workshop on the Teaching of Technical Writing (3rd, Carbondale, IL, October 12-13, 1979)

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business Communication, Business Skills, Higher Education, *Student Motivation, Teaching Methods, *Technical Writing, *Writing Skills

Noting that one of the biggest factors in motivating students in technical writing classes is to convince them that they will need to write in their future jobs, this paper offers evidence for use by teachers in persuading students of the importance of developing their writing skills. The first part of the paper presents refutations of some of the arguments students frequently offer to explain why they will not need to write, such as: "Most of my communications will be oral," "I'll have a secretary or a technical writer to do my writing," and "I can use form letters." The second part identifies the kinds of documents people in several fields actually write, including brochures, bulletins, handbooks, newsletters, annual reports, news articles, articles for periodicals, cover letters, employee reprimands, evaluation reports, and job descriptions. The final part offers four suggestions for what should be stressed in technical writing courses: business communication; effective exposition, with special emphasis on narratives, procedures, and summaries; logic; and audience analysis and adaptation. (FL)

0235 ED 172 264

Shaw, James G., Ed.

Teaching Technical Writing and Editing - In-House Programs That Work. Anthology Series No. 5.

Society for Technical Communication, Washington, D.C.

Report No.—STC-67-76

Pub Date—76

Note—82p.

Available from—Society for Technical Writing, 815-15th Street, Northwest, Suite 506, Washington, D.C. ($15.00)

Pub Type— Reports - Descriptive (141) — Guides - General (050) — Collected Works - Serials (022)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Editing, Engineers, Guides, Industrial Training, *Inplant Programs, *Instructional Programs, Job Skills, Program Descriptions, Scientists, Teaching Methods, *Technical Writing, *Writing Skills

The 12 articles in this publication provide indepth treatment of important aspects of in-house training programs for technical writing and editing. The articles deal with the following topics: the value of an in-house writing course, teaching in industry, developing an in-house writing course for engineers and scientists, a new approach to teaching writing in industry, teaching writing in private industry, industrial training of technical writers, an advanced in-house course in technical writing, a cure for writer's cramp in engineers, the editors' workshop program at General Motors Research Laboratories, the "pro's" of in-house teaching and how to offset the "con's," and how to make an in-house writing course enjoyable. An epilogue summarizes the main points to be considered in training young engineers and scientists to write effectively. (FL)

0236 ED 172 225

Gebhardt, Richard, Ed.

English Language Arts Bulletin; Volume 20, Number 1, Spring 1979. Career Education and Language Arts.

Ohio Council of English Language Arts.

Pub Date—79

Note—41p.; The Ohio Council of Teachers of English Language Arts is an affiliate of the National Council of Teachers of English ; Best copy available

Pub Type— Collected Works - Serials (022) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Business Communication, *Business English, *Career Education, Career Planning, *English Instruction, Grammar, Higher Education, Literature Appreciation, Secondary Education, *Teaching Methods, Technical Writing, Textbooks, *Writing (Composition)

The nine articles in this publication examine the integration of career education with English instruction and suggest techniques for teaching literature and composition. The following topics are discussed: steps by which an English teacher can guide students toward pursuing career choices while instructing them in English skills; a college course which employed professional arts critics as guest lecturers and which was designed to teach writing students to produce writing worthy of publication; career alternatives for college English majors; techniques used in teaching a business- and preprofessionally-oriented college level expository writing course; procedure writing in the composition class; the way the liberal arts values of the English field relate to the pragmatic values of vocational education; the use of lines from currently popular songs to teach grammar and sentence structure; activities used in a secondary level college-preparatory course on the American novel; and a college composition text, "The Writer's Options: College Sentence Combining," by Donald Daiker, Andrew Kerek, and Max Morenberg. (GT)

0237 ED 163 504

Friedman, Sharon M.

Using Real World Experience to Teach Science and Environmental Writing.

Pub Date—Aug 78

Note—22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Assignments, College Curriculum, *Course Descriptions, *Environmental Education, *Experiential Learning, *Expository Writing, Higher Education, Investigations, News Writing, Scientific Concepts, *Student Projects, Teaching Methods, *Technical Writing

Identifiers—*Science Writing

The use of interpretive reporting techniques and programs offering real world training to writers may provide solutions to the problems encountered in writing about science for the mass media. Both science and environmental writers have suggested that the problems they face would be decreased by the use of more interpretive and investigative reporting, and the use of interpretive reporting in science writing has in fact been on the rise. In recognition of the value to writers of personal or real world experience, some programs have been developed to offer such experience to science writers and to undergraduate students in science and environmental writing programs. At Lehigh University, students in one course write reports after attending meetings of local environmental groups, after visiting a local industrial or environmental site such as a steel plant, and after working in teams on three-month investigative studies of ongoing local environmental problems. In a second course, students work for environmental groups, preparing public relations materials. Courses in science writing require students to write interpretive magazine articles on controversial scientific issues and have enabled some students to attend and write about a meeting of a national scientific association. New experiential programs are planned for the future. (GW)

0238 ED 159 685

Nager, Norman R.

A Professional Approach to PR Writing.

Pub Date—Aug 78

Note—26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiences, Higher Education, *Journalism, Mass Media, *Public Relations, Task Analysis, *Teaching Methods, *Technical Writing, *Writing Skills

After reviewing some of the problems involved in a traditional approach to teaching, this paper introduces a teaching system based on a patterned approach to the public relations writing process. The system format which is presented involves an analysis of persuasive communication components, programmed questioning of traditional premises, and planning purposeful communication according to a ten-question framework that includes the following areas: objectives, audiences and reasons for writing, audience characteristics, audience objectives, media or channels and reasons for selection, media or channels criteria, sources and questions, communication strategies, essence of message, and nonverbal support. The paper discusses problems that might confront teachers in preparing students for change, suggests objectives for the development of professionals, and outlines concrete activities and assignments for use in the classroom. A nine-page student handout that explains the analytical system is included. (MAI)

0239 ED 158 323
McKenzie, Hope Bussey
Care and Feeding of the Non-English Major: Three Years Later.
Pub Date—77
Note—7p.; Paper presented at the Annual Meeting of the College English Association (8th, San Antonio, Texas, March 31-April 2, 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Business Education, *Communication Skills, Course Descriptions, *English Instruction, Higher Education, *Interdisciplinary Approach, Language Skills, *Technical Writing, *Writing (Composition), Writing Skills
An English course tailored to the needs of non-English majors has been developed and implemented at West Texas State University. Students from the business world as well as from a wide variety of disciplines participate in the course, which empahsizes the principles of communication. In addition to a text specifically written for the course, students also study examples of the best writing produced in their fields. In the first section of the course, students study style and organizational devices and then write commentary on these elements as they appear in publications recommended by each student's departmental advisor. Reading techniques are also stressed. In the second section of the course, students use the textbook's rhetoric chapters to choose a method of approach and then produce two reviews. The aim is to complete a perfect paper. In the final section, each student has to write one research paper, a detailed report, a speech or script, and an article. Final copies are not marked, but rated as acceptable; good, but in need of revision; or unacceptable. The course teaches that clarity and precision are the most valuable aspects of language and that these qualities are essential to professionals in all fields. (FL)

0240 ED 157 085
Brossoff, Anita
Individual Instruction: Tailored to Particular Needs and Specific Disciplines.
Pub Date—78
Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication Skills, Higher Education, *Individual Instruction, *Individual Needs, *Skill Centers, Student Motivation, Teaching Methods, *Technical Writing, *Writing Exercises, *Writing Skills
The communication skills center at Carnegie Mellon University helps individual students master the technical writing skills necessary for specific disciplines and professions. Through collaboration with the instructors in the various disciplines, the program operates both as a consulting service outside the center (devising and evaluating the writing components of particular courses) and as a teaching service (assisting individual students in preparing writing assignments and alerting referred students to the specific writing skills demanded in the context of particular professions). Exercises used at the center concentrate on the strategies that are important in all professional writing, such as establishing the reader's frame of reference, organizing ideas logically, accumulating and testing evidence to support a hypothesis, and organizing large sets of information into logical categories. Other exercises stress recognizing the statements of the writer's purpose and assessing the writer's bias. (Six sample exercises are appended.) (MAI)

0241 ED 154 408
Kantrovich, Jerald M.
Developing a High School Technical Writing Course.
Pub Date—May 78
Note—14p.; Paper presented at the Annual Meeting of the International Technical Communication Conference (25th, Dallas, Texas, May 10-13, 1978)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Business Communication, Business English, *Career Planning, *Course Descriptions, *English Instruction, High Schools, *Industrial Education, Job Application, Student Needs, *Technical Writing, Units of Study, *Writing Skills
A one semester high school industrial English course emphasizes the reading, writing, and speaking skills that relate to improved performance and understanding of vocational concepts. The course, particularly valuable for students who do not plan to attend college, is built around 15 units, which are varied according to student needs. The units involve students in writing for different audiences, writing memoranda, writing business letters, planning careers, preparing forms and letters used in applying for jobs, preparing for personal interviews, working with business forms, practicing effective oral communication and business telephone conversations, taking notes and outlining, using illustrations in reports, writing descriptions of mechanisms, preparing instructions and process descriptions, writing definitions of words, writing different types of reports, and writing a major report. (A copy of the personal inventory form given to students at the beginning of the course is included.) (GW)

0242 ED 153 228
Selected Proceedings of the Eastern Regional Meeting of the American Business Communication Association (Cleveland State University, Ohio, April 15-16, 1977).
Cleveland State Univ., Ohio.
Pub Date—Apr 77
Note—100p.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Business Communication, *Business Education, Communication (Thought Transfer), Conference Reports, *Course Organization, *Economics Education, Higher Education, *Teaching Methods, *Technical Writing
The ten papers included in this document discuss the following topics: educating Americans about the United States economic system, writing and publishing your next book, the advantages and disadvantages of one-way and two-way communication in business (e.g., writing versus telephoning), structural flexibility in business communication courses, business writing with journalistic applications, the psychology of grading skill-learning, teaching methods and strategies for the beginning business communication teacher, the implications of word processing for business communication courses, and overcoming speech fright in order to become confident and communicative. (CC)

0243 ED 150 638
Blicq, Ronald S.
PIC-A Self-Paced Practical Communications Program for Technical/Vocational Students.
Pub Date—Nov 77
Note—16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (67th, New York City, November 24-26, 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication Skills, Community Colleges, English Instruction, *Independent Study, *Individualized Instruction, *Job Skills, *Job Training, Postsecondary Education, Vocational Education, *Writing Skills
The Practical Industrial Communication (PIC) program is a form of individualized instruction that teaches communication skills to students in vocational/technical curricula at Red River Community College, Winnipeg, Manitoba. A placement test determines whether students begin with all or part of a ten-hour writing skills review or proceed directly to the core area of the program. Following the completion of the core instructional units, students select as many topics from a set of optional units as their individualized programs allow. The main advantages of the PIC program are that students receive instruction in a variety of job-oriented topics to help them before and during employment and that students can experience more learning situations in less time and in less physical space than before. The program's disadvantages are that cost, class size, and instructors' workloads have increased, and that some students are unable to accept the responsibilities of independent study. Evidence of the program's success includes a significantly higher course completion rate. (A course outline of the PIC program is attached.) (RL)

0244 ED 147 833
Adams, Carol H.
Job Seekers: Instructor and Counselor.
Pub Date—77
Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication Skills, Course Descriptions, Employment, Employment Interviews, Employment Qualifications, *Job Applicants, *Job Application, *Job Search Methods, Postsecondary Education, *Technical Writing
This paper describes an instructional unit that prepares students as job seekers. The five-session instructional unit employs a team-teaching approach in which a technical writing instructor stresses format, content, and mechanics, and a counselor emphasizes decision making, intrapersonal communications, and interview techniques. The following areas are examined: values and goals, application letters and resumes, letters requesting references, mock interviews, follow-up letters, and letters to accept or reject job offers. A course outline and evaluation forms are included. (RL)

0245 ED 143 018
Swift, Marvin H.
The Advanced Composition Course at GMI.
Pub Date—77
Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Advanced Courses, College Programs, *Communication Skills, *Course Descriptions, *English Instruction, Higher Education, *Industrial Education, Speech Communication, *Technical Writing, *Verbal Communication
Identifiers—*General Motors Institute
The General Motors Institute (GMI), a wholly owned subsidiary of the General Motors Corporation, was created to provide leaders for its parent organization. GMI is a fully accredited undergraduate college that offers degrees in industrial, electrical, and mechanical engineering and in industrial administration. Since people in business and industrial organizations must communicate well in order for their organizations to function effectively, GMI places great emphasis on teaching communication skills. One typical course, Written and Oral Communication II, teaches speaking skills; it also teaches writing as a functional, utilitarian skill. Students are taught to keep in mind the readership and the intended use of each report they write, as they plan and write each part of it: preface, introduction, development, and conclusion. The course avoids a rigid taxonomic approach, in which all industrial writing is divided into categories such as reports, letters, memos, and proposals. Technical writing is taught as the designing of pieces of writing to meet the needs of specific situations. (GW)

0246 ED 113 725
Eynon, Derry
Preparing Students for Jobs: Managing and Writing for Specialized Magazines.
Pub Date—75
Note—9p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ottawa, Canada, August 1975)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiences, *Business Communication, *Course Descriptions, Editing, Higher Education, Information Dissemination, *Job Skills, *Journalism, Periodicals, Publications, *Technical Writing
In this paper, two magazine courses offered at Colorado State University as part of the Technical-

Business Journalism concentration are described in terms of course content, class assignments, and course objectives. The course entitled "Writing for Specialized Audiences" assumes that the majority of magazines published today are edited for readers with specific informational needs. The objective of the course is to teach writers what is useful to readers in their business or activity in the shortest possible reading time. "Publication Management" is a course about the publishing business from the viewpoint of a publisher. The methods used in the course are to examine the purposes, problems, and operation of all facets of the publishing enterprise and to probe into such matters as advertising, circulation, editorials, promotions, production, research, and business office matters. The assignments given in each of the courses vary with the size of the course each semester. (RB)

0247 ED 106 590

Exploring Careers in Writing for the Market.

Cincinnati Public Schools, Ohio.

Pub Date—73

Note—64p.; For related documents see CE 003 746-61 and CE 003 763-4 and CE 004 312

Pub Type— Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Career Development, *Career Education, *Career Exploration, Career Planning, Creative Writing, *Curriculum Guides, Grade 9, Grade 10, Instructional Materials, *Learning Activities, Literary Criticism, *Occupational Information, Resource Materials, Secondary Education, Secondary School Curriculum, Teaching Methods, Technical Writing, *Writing (Composition), Writing Skills

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets, instructional materials, and resources, is designed to introduce the students to careers in writing for the market. The introduction includes the definition of the career area, course objectives, course strategies, procedures, a suggested time table, and teaching suggestions. The individual lessons, organized into objectives, procedures, and resources, examine the careers of: literary writer, freelance writer, essayist, critic, continuity writer, script writer, copywriter, technical writer, and literary agent. Lessons also provide opportunities for research, individual student exploration, and self-evaluation. Teaching strategies include small group exploration trips, field trips, films, vocabulary definition, research, and class projects. The appendix contains job titles, forms, and a listing of multimedia resources. (JB)

0248 ED 105 494

Garcia, Ricardo L.

Mexican American Bilingualism and English Language Ethnocentrism in Public Education.

Pub Date—Mar 75

Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (26th, St. Louis, March 13-15, 1975); Not available in hard copy due to marginal legibility of original document

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Bilingualism, Bilingual Students, *Educational Discrimination, Elementary Secondary Education, English, *Ethnocentrism, Mexican American History, *Mexican Americans, Public Education, *School Policy, Spanish Speaking

The possibility exists that another language resource, the Spanish language of the Mexican American, will be lost in the United States due to language ethnocentrism. Mexican American bilingualism is viewed as an intellectual handicap by public educators who do not understand the basic linguistic bias of instruments utilized to measure the intellectual development of Mexican Americans. Educational systems have discouraged Mexican American bilingualism by placing restrictions on the use of Spanish in the public schools and by failing to implement bilingual-bicultural programs for Mexican Americans. What is now necessary is the articulation and adoption of public school acculturation policies that allow these students to retain their bicultural heritage and language and to obtain the necessary academic skills to succeed in the American mainstream. There is an imminent need for preservice and inservice teachereducation programs that clarify the philosophy and objectives of bilingual and multicultural education programs and that orient public educators to the phenomenon of language variations and their effect on learning styles. A shift to acculturation policies in public education would benefit everyone. (TS)

0249 ED 098 614

From Auditing to Editing.

General Accounting Office, Washington, D.C.

Pub Date—74

Note—58p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (write for price)

Pub Type— Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Accountants, Adult Education, Career Education, Descriptive Writing, Editing, Expository Writing, *Instructional Materials, *Professional Training, *Technical Writing, Writing (Composition), *Writing Exercises, Writing Skills

Identifiers—General Accounting Office

Clarity in communication is important for workers in the General Accounting Office since much of the auditing work must be committed to paper if Congress, government officials and employees, or the public are to benefit. As a result an extensive writing improvement program was launched and this booklet written. Part 1 covers basic communication concepts and facts about how written words work most effectively. Part 2 shows how to apply sound line-editing practices and how to improve a report by writing well-structured paragraphs–using active, informative sentences and selecting the right words. Part 3 lists troublesome expressions and words and their more suitable alternatives. Appendixes include a partial draft digest before and after revision. A bibliography on self-improvement concludes the booklet. (HOD)

0250 ED 096 466

Cosentino, Linda

Effective Business Reports; Business Education: 5128.31.

Dade County Public Schools, Miami, Fla.

Pub Date—73

Note—22p.; An Authorized Course of Instruction for the Quinmester Program

Pub Type— Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Education, Business English, Course Content, Course Descriptions, *Curriculum Guides, Performance Criteria, *Reports, *Resource Materials, Secondary Education, *Technical Writing, Vocational Education, Writing Skills

Identifiers—*Quinmester Program

The course is designed to provide students with the skill and knowledge needed to compose effective business reports, including format of a report, informal and formal reports, minutes of meetings, agendas, itineraries, new releases, and advertising copy. Prerequisites include Business Grammar in Good Taste, Spell It Right, and Typing Business Reports, Outlines, and Manuscripts. Performance objectives and course content are outlined and classroom procedures, strategies, and learning activities are suggested. Evaluative instruments are discussed. A five-page bibliography lists resource materials including textbooks, drill books, practice sets, teat-workbooks, reference manuals, audiovisual aids, and periodicals useful to both students and teachers. An appendix offers examples of footnotes and bibliographic styles. (MW)

KNOWLEDGE ABOUT THE COMPOSING PROCESS

PROCESS AS A WHOLE

0251 ED 192 381
Osier, John E.
Engaging Students in the Writing Process.
Pub Date—Aug 80
Note—17p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (13th, Halifax, Nova Scotia, August 18-22, 1980).
Pub Type— Guides - Classroom - Learner (051) — Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Change, *Educational Improvement, Elementary Secondary Education, English Instruction, *Teacher Role, Writing (Composition), *Writing Instruction, *Writing Processes

One of the most disconcerting findings of researchers who have looked at the way writers write is that their processes bear little resemblance to what is expected of students in the classroom. Some aspects of the lesson that do not correspond to our current understanding of the composing process are (1) providing no time for the conception and incubation of ideas, (2) allowing no opportunity for the use of expressive language, (3) assigning topics of little interest to the students, (4) using an oversimplified formula for composing, (5) relying on a stiff form of outlining as a necessary first step in composing, and (6) attempting to improve writing by focusing on the elimination of errors. Teachers must help students realize that writing is a process of discovery, a way of revealing their own thoughts. They must also keep in mind how varied the writing process can be, both from writer to writer and from task to task. The writing program should be flexible enough to accommodate the composing processes with which students have experienced success, while at the same time providing them with opportunities for experiencing alternate strategies which they may adopt as part of their personal repertoire. (HOD)

0252 ED 192 379
Humes, Ann
An Instructional Model of the Composing Situation. Technical Note.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No.—SWRL-TN-2-80/10
Pub Date—30 Jun 80
Note—39p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Learning Theories, Models, *Writing (Composition), *Writing Instruction, *Writing Processes

Linda Flowers and John Hayes have formulated a cognitive model of the composing situation, including the recursive composing process. This model has been converted into an instructional model that is appropriate for the design of instruction in writing. The instructional model incorporates three major units: task environment, composing process, and long term memory. The task environment includes the composing problem, the text produced, and feedback. The composing process includes planning (setting goals, generating ideas, and arranging them), translating (the actual writing), reviewing, and changing. These subprocesses operate cyclically. Long term memory includes knowledge of content, skills, and techniques used in composing, as well as knowledge of the use of outside sources. (Author/FL)

0253 ED 192 350
Knowlen, Marvin J. H., Ed. Murphy, Lila B., Ed.
Writing is Witty, Responsive, Interesting, Timely, Impressive, Necessary, Graphic: Grades K-6.
Saint Louis Public Schools, Mo.
Pub Date—79
Note—148p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Elementary Education, *Learning Activities, Teaching Guides, *Writing Instruction, *Writing Processes, *Writing Skills

This guide contains activities for use in helping elementary school pupils increase the quality and quantity of their written expression. The first section of the book contains prewriting, writing, and postwriting activities designed to develop specific skills. The remaining eight sections offer prewriting, writing, and postwriting activities for writing (1) directions, (2) descriptions, (3) stories, (4) letters, (5) reports, (6) poetry, (7) journals, and (8) business-related materials. Appendixes contain a list of resource materials; suggestions for using films, filmstrips, and slides in writing instruction; and a list of recommended films and filmstrips. (FL)

0254 ED 191 042
Donovan, Timothy R., Ed. McClelland, Ben W., Ed.
Eight Approaches to Teaching Composition.
National Council of Teachers of English, Urbana, Ill.
Pub Date—80
Note—166p.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 13036, $5.50 member, $6.50 nonmember)
Pub Type— Books (010) — Guides - Classroom - Teacher (052) — Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Basic Skills, College Faculty, Conferences, Experiential Learning, Higher Education, Interdisciplinary Approach, *Learning Theories, Models, Rhetoric, *Teaching Methods, *Writing (Composition), *Writing Instruction, *Writing Processes

Eight teachers in two-year and four-year colleges discuss in this book their effective methods of teaching writing based on the process of composing. The articles deal with the following topics: (1) the constant interaction of collecting, connecting, writing, and reading in the process of making meaning on paper; (2) the integration of prose models into the context of the writing process; (3) the application of the experiential approach utilizing the writing work-

shop; (4) the rhetoricians' concern with purposes and audiences; (5) the epistemic approach using language as a way of writing, knowing, and learning; (6) adaptations of the process approach for beginning or basic writers; (7) a wholly conference-based plan for writing instruction; and (8) an interdisciplinary approach allowing students to develop their writing through assignments for other courses. The teachers comment on various aspects of teaching writing, including leading prewriting discussions, creating stimulating assignments, asking provocative questions during the drafting process, learning from students' answers, and making evaluation part of learning. (AEA)

0255 ED 184 134
Stallard, Charles K.
Writing Readiness: Perspectives on Learning to Write.
Pub Date—Mar 79
Note—14p.; Paper presented at the combined Annual Meeting of the Conference on English Education and the Secondary School English Conference (Pittsburgh, PA, March 15-18, 1979).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Development, *Concept Formation, Higher Education, Secondary Education, Teacher Effectiveness, Teaching Methods, *Writing (Composition), *Writing Processes, *Writing Readiness, *Writing Skills
Writing readiness is defined in this paper as the skills and understandings necessary for minimum success in completing a writing task. The skills discussed are divided into three areas of need: to give students a clear, operational concept of the function and structure of composition that includes the concepts of paragraphs, sentences, controlling idea, subordination, organization, development, audience, and purpose; to teach students an effective problem solving strategy for the task of composing that includes searching cognitive resources through discussion or writing, reflecting on what has been written, selecting and organizing content under a controlling idea, and revising; and to help students develop a command of syntax and vocabulary through the intensive and extensive reading of good writing. Listed as necessary for designing a writing curriculum are the recognition that growth in writing is highly individualistic and occurs slowly, that experimentation with language can improve writing skill, that setting realistic and personal writing goals is essential, and that writing improvement does not occur in isolation. Three categories of instruction are recommended at all levels of schooling to meet students' needs for writing readiness: experience with writing using a variety of modes, audiences, subjects, and purposes; positive, developmental feedback; and directed writing activities that break the task of composing into manageable steps. (AEA)

0256 ED 177 581
Coe, Richard M.
Using Problem-Solving and Process-Analysis to Help Students Resolve Their Own Writing Problems.
Pub Date—Apr 79
Note—17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Assignments, Higher Education, Peer Evaluation, Problem Solving, *Self Evaluation, *Skill Development, *Teaching Methods, *Writing (Composition), *Writing Exercises, *Writing Processes, *Writing Skills
A set of writing assignments and class activities designed to help students analyze their own writing processes, define their own strengths and weaknesses as writers, set their own goals, devise plans for achieving those goals, and evaluate their own progress is presented in this paper. The assignments are explained in detail, and suggestions for resource material and teaching techniques to implement each assignment are provided. In a discussion of excerpts from student writing samples, several problem-solving methods are suggested to help students figure out the relationship between their writing processes and the strengths and weaknesses of their written products. (AEA)

0257 ED 177 517
Bean, Thomas W.
Guiding Comprehension in the Learning Assistance Setting.
Pub Date—Apr 79
Note—11p.; Paper presented at the Annual Meeting of the Western College Reading Association (12th, Honolulu, HI, April 7-10, 1979)
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Content Area Reading, Higher Education, Learning Laborstories, *Reading Comprehension, *Reading Improvement, *Teaching Methods, *Vocabulary Development, Writing (Composition), *Writing Skills
University and college reading improvement teachers need a repertoire of techniques designed to guide carefully students' growth in developing independent comprehension strategies. Such strategies should avoid use of prepackaged commercial kits and collections of articles (content-simulated materials) and should stress the application by students of comprehension strategies directly to the narrative and expository materials that they are required to use in their academic course work. This approach facilitates transfer of instruction and prevents assumptive teaching often found in college reading improvement programs. One strategy for guiding growth in comprehension is the guided writing procedure, which is designed to encourage active comprehension and recall of content area material through a writing and discussion exercise. A second strategy is a brainstorming activity in developing content area vocabulary that emphasizes the active learning and retention of technical vocabulary from a content area unit. (Author/TJ)

0258 ED 176 319
Berthoff, Ann E.
Learning the Uses of Chaos.
Pub Date—May 79
Note—11p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (12th, Ottawa, Canada, May 8-11, 1979)
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Critical Thinking, *Discovery Learning, Elementary Secondary Education, Higher Education, Teaching Methods, *Writing (Composition), *Writing Processes
This paper addresses the issue of learning to write and the need for defining a means of teaching the process of composing. Following a description of what kind of process writing is not, the composing process is presented as a continuum of making meaning out of a chaos of images, half-truths, remembrances, and syntactic fragments. The discovery teaching methods of K. Koch, S. Ashton-Warner, and P. Freire are cited and a theory of interpretive paraphrase–the means by which meanings are hypothesized, identified, developed, modified, discarded or stabilized–is suggested as a method of teaching students how to think critically and how to edit their own writing. (AEA)

0259 ED 176 296
Ede, Lisa S.
The Composing Process: What We Know/What We Tell Our Students.
Pub Date—Apr 79
Note—15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Creative Writing, Higher Education, *Role Models, Student Writing Models, Teaching Methods, Teaching Models, *Writing (Composition), *Writing Processes
Empirical and theoretical research and a teacher's own writing experience provide equally valuable resources in the composition classroom. Current research on the composing process suggests a conceptual change from that of a rigid sequence of clearly demarcated stages to a more recursive, hierarchically structured model. Until recently, the role of invention in writing has been ignored. One of the most serious effects of the current/traditional model of the composing process has been its negative influence on students' psychological expectations and attitudes. The teacher's function as a role model is critical in introducing students to the composing process by sharing with them a retrospective protocol of writing experiences, including copies of all scraps and rough drafts. Class members can then be asked to write their own retrospective protocols of the processes they follow in composing. Other methods include reading anecdotes by professional writers about their writing habits and asking ordinary people whose careers involve a fair amount of writing to talk to students. Student writers need to be reminded of the need for flexibility and common sense as they approach the writing process. Implementing these methods may be impeded by large composition class loads, the current teaching assistant system, dependence on part-time staff, and the low regard with which composition teaching is often held by English instructors. (AEA)

0260 ED 176 274
Smelstor, Marjorie, Ed.
A Guide to Teaching the Writing Process from Pre-Writing to Editing.
Wisconsin Univ., Madison. Dept. of English.; Wisconsin Univ., Madison. School of Education.; Wisconsin Univ., Madison, Univ. Extension.
Pub Date—Sep 78
Note—45p.; For related documents, see CS 205 097-100 and CS 205 182
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Resources, Elementary Secondary Education, Guides, *Learning Activities, Listening Skills, Teaching Methods, *Writing (Composition), *Writing Processes, *Writing Skills
Identifiers—Wisconsin Writing Project, *Writing Across the Curriculum
One of a series of guides to the teaching of writing at the elementary and secondary levels, this publication suggests activities to use in teaching the three stages of the composition process: prewriting, writing, and postwriting. The first four sections discuss the steps involved in the three stages of composition, research findings on the composing process, and pertinent student needs and instructional goals. The fifth section describes learning activities for the prewriting stage (including activities for motivation, listening, observation, and gathering and organizing materials), for the writing or composing stage, and for editing and proofreading. The final section suggests specific writing activities for use in the content areas of science, social studies, mathematics, English, fine arts, home economics, and business. The publication concludes with lists of suggested teacher resources. (GT)

0261 ED 159 719
Laque, Carol Feiser
Mathematical Designs for Teaching and Learning Composition.
Pub Date—78
Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Creative Teaching, High Schools, *Mathematical Concepts, *Mathematical Models, *Paragraph Composition, *Sentence Structure, Symbols (Mathematics), *Teaching Methods, Writing (Composition), *Writing Skills
Algebraic equations and geometric forms are useful in teaching and learning composition. Algebraic equations can illustrate the modular nature of paragraph structures and can be refined by students to describe types of paragraphs. Discussion of the "slippery" nature of words and their power of transformation can be a lecture topic as the class learns to gain control of writing by imposing mathematical order. The use of geometric forms allows students to study both form and the composing process. For

instance, given geometric forms representing a room and furniture, and seeing that moving one piece around forces other changes, the student may be sensitized to the furniture of a sentence and discover the interrelationship of its parts. Allowing students to play with algebraic and geometric forms establishes analogies for studying forms in language and for developing creativity and critical skills. However, the movement of geometric forms is generally useful to the entire class while algebra seems useful only to a select group. (TJ)

WRITING APPREHENSION

0262 ED 123 653

Stowe, John Warren

Helping Children Be Here, Then. Using Historical Fiction as a Base for Children's Composition.

Pub Date—76

Note—30p.; Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (8th, Atlanta, Georgia, March 5-7, 1976)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Childrens Literature, *Creative Writing, Elementary Education, *Fiction, History, Language Arts, *Writing (Composition), Writing Exercises, *Writing Skills

The purpose of this paper is to illustrate how children can consciously examine the composition process and experience a set of problems designed to improve their writing ability. An approach to writing is outlined which is based on the assumption that writing is a skill that can be learned and improved upon. Examined are such topics as the development of skills; the importance of literature as a model and teaching method; the treatment of literature; characterization; language and characterization; point of view; the sense of place; and ideas about plot. It is argued that specific exercises relating to point of view, describing environments, parallel plot construction, and plot completion lead to deeper understandings of the writing process. In this program, children encounter all types of literature as they respond to the challenge of developing writing skills. (TS)

0263 ED 040 210

Murray, Donald M.

Your Elementary Pupil and the Writer's Cycle of Craft.

Connecticut Council of Teachers of English.

Pub Date—69

Note—8p.

Journal Cit—Connecticut English Journal; v2 n1 p3-10 Fall 1969

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Creative Thinking, *Creative Writing, *Elementary Education, *English Instruction, Evaluative Thinking, Paragraph Composition, Self Evaluation, Student Teacher Relationship, Teaching Methods, *Writing (Composition), Writing Skills

Pupils can learn to write more effectively if they go through the cycle of prewriting, writing, and rewriting practiced by the publishing author. The writing class should not be hampered through studying writing backward, from the process of reading, or through the restrictive efforts of a too-precise teacher. By becoming aware of his world and gathering the raw specifics that will be paragraphs, the student can begin to find his subject, select his information, choose his vehicle of expression, identify the audience, and develop a feeling for the appropriate structure, tone, and point of view. To pass from prewriting to writing, the difficult first draft can be accomplished through setting deadlines and disregarding grammar, spelling, and other stylistic niceties. Rewriting involves evaluating the work for large problems, such as organization and subject limitation, and later considering the individual units from word through paragraph. In order to teach the cycle of writing most effectively, the teacher must also practice it and share his failures, successes, and solutions with his students. (LH)

0264 ED 198 547

Crawen, Jerry

Motivating Reluctant Students to Write.

Pub Date—Oct 80

Note—6p.; Paper presented at the Annual Meeting of the Rocky Mountain Modern Language Association (34th, Denver, CO, October 16-18, 1980).

Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anxiety, Attitude Change, Change Strategies, College English, College Students, Higher Education, *Motivation Techniques, Reading Interests, Student Attitudes, Student Interests, Writing (Composition), *Writing Instruction

Identifiers—*Writing Apprehension

Faced with an evening composition class filled with students inhibited by fears of failure and writing anxieties, the teacher redesigned the course to focus on ways to make writing an activity that could be fun. The teacher's plan for getting the students interested in writing consisted of (1) having students analyze essays they agreed were interesting, using articles primarily from "National Geographic," "Field and Stream," and "Science Digest"; (2) inviting professional writers to class to talk about how they attempt to interest readers in their writing; (3) making assignments based on students' individual interests; (4) promising to publish each student's best work in a class "yearbook"; and (5) seeing to it that there was some newspaper publicity about what the students were doing. The plan was successful in motivating reluctant students and led to a marked improvement in their writing abilities. (RL)

0265 ED 198 527

Thompson, Merle O'Rourke

Writing Anxiety and Discrimination in Freshman Composition.

Pub Date—Feb 80

Note—13p.; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two Year College (15th, Birmingham, AL, February 21-23, 1980). Some pages may not reproduce clearly.

Pub Type— Opinion Papers (120) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anxiety, College English, College Freshmen, Higher Education, *Student Evaluation, *Teacher Attitudes, *Writing (Composition), *Writing Evaluation, *Writing Instruction

Identifiers—*Writing Apprehension

Research has shown that freshman composition teachers often discriminate against students by giving better grades to longer papers or to papers that are clean and legible. Studies have also shown that teachers consider females to be more capable at verbal skills and to have neater handwriting. Since teachers expect low writing anxiety in females and high writing anxiety in males, they tend to downgrade high-anxiety females and low-anxiety males. There are several ways teachers can identify students with writing anxiety to eliminate possible discrimination. If a student's papers are nonexistent or always tardy, this may indicate writing anxiety caused by lifestyles of procrastination or perfectionism. The student whose paper is short but fairly good mechanically may have an aesthetic fear of the blank page or difficulty getting an essay started. A short paper with poor mechanics might have been written by a student with a lack of basic skills, which can be improved through remedial instruction. A student with no writing anxiety may produce a hastily written first draft, but realistic grading will create an anxiety level sufficient for better writing. A paper that is long and neat, but does not communicate might indicate a fear of structure and ordering of thoughts, a fear that can be reduced by a better understanding of the writing process. (HTH)

0266 ED 193 665

Reece, Shelley C.

The Journal Keeps the Person in the Process.

Pub Date—Mar 80

Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type— Guides - Classroom - Teacher (052) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, Secondary Education, *Teaching Methods, Writing (Composition), *Writing Instruction, *Writing Processes, Writing Skills

Identifiers—*Journal Writing, *Writing Apprehension

Journal writing–an expressive prose that verbalizes the writer's consciousness–helps the student by fostering personal growth, reducing writing apprehension, strengthening prewriting in students' composing processes, and enhancing the development of writing abilities. Journals are places for students to write what they will, for teachers to accept as valuable what students say because they say it, and for teachers not to evaluate what students write. The use of the journal may cause teachers to hesitate because they may believe that there is too much variety in the amount, kinds, and quality of writing done in journals; that students write "garbage"; that there is too much intimacy in the journals; or that journals are hard to grade. Students resist journals in two ways: they have a hard time defining their roles as writers in a journal or they see journal writing as trivial. The journal can become the crossing point of communication between student and teacher. The journal holds whatever a student wants to write and it also holds a teacher's honest questions and supportive comments. (HOD)

0267 ED 192 829

Wood, William H.

A Practical Guide to Freshman Composition Texts.

Pub Date—80

Note—16p.

Pub Type— Opinion Papers (120) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, Community Colleges, Grammar, *Introductory Courses, Publishing Industry, Rhetoric, *Teaching Methods, *Textbook Content, Textbook Evaluation, Textbook Preparation, Textbook Publication, *Textbooks, Two Year Colleges, *Writing (Composition)

An examination of current textbooks for freshman English composition courses reveals that authors, editors, and publishers continue to perpetuate outmoded techniques which frustrate, rather than enhance, student writing ability. Most notable of these techniques is the unnecessary emphasis placed on complicated rules of grammar. Such an emphasis assumes a mastery of rhetorical terminology on the part of today's television-oriented student and promotes the fallacy that students will learn through the discussion of writing rather than through actual writing experience. Other questionable features of these texts include the utilization of meaningless study questions and fill-in-the-blank exercises; the overuse of jargon, such as the euphemism "prewriting" for "outlining"; the inclusion of filler, such as tips on how to buy paper; and the tendency of authors to indulge in philosophical ruminations on irrelevant topics. While some students will try to write and read in spite of these texts, others will be made to feel that writing is a massive undertaking for specialists. Such discouragement may lead some students to abandon English studies, writing, and perhaps even college. Texts should be developed which approach writing as though it existed outside the classroom by, for example, asking students to write about events in their lives, providing realistic writing models, and de-emphasizing grammar rules. (JP)

0268 ED 192 320
Daly, John A. Wilson, Deborah
Writing Apprehension, Self-Esteem, and Personality.
Pub Date—[80]
Note—26p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adults, *Anxiety, Higher Education, *Personality Traits, Relationship, *Self Esteem, *Writing (Composition), Writing Instruction
Identifiers—*Writing Apprehension
Twelve studies relating writing apprehension to a variety of measures of self-esteem and personality are summarized in this paper. The findings reported indicate that apprehension is inversely related to self-esteem, marginally related to some personality measures (alienation, tolerance for ambiguity), inversely associated with mathematics anxiety, and positively correlated with attitudes toward oral communication and reading. (FL)

0269 ED 191 053
Boone, Beth Hill, Ada S.
If Maslow Created a Composition Course: A New Look at Motivation in the Classroom.
Pub Date—Mar 80
Note—19p.; Paper presented at the combined Annual Meeting of the Secondary School English Conference and the Conference on English Education (Omaha, NE, March 27-29, 1980). Best copy available.
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*English Instruction, *Individualized Instruction, Secondary Education, Student Attitudes, *Student Motivation, *Student Needs, *Writing (Composition), *Writing Exercises, *Writing Instruction
Identifiers—Maslow (Abraham)
The needs hierarchy developed by Abraham Maslow lends itself to the composition classroom. The hierarchy depicts five distinct need levels through which an individual travels: basic, safety/security, belonging/peer acceptance, ego/esteem, and self-actualization. From teacher observations and students' comments, need levels can be assessed and appropriate writing assignments given. Students on the safety level require definite structure and immediate reinforcement; the scope and expectations of writing assignments should be realistic and clear with the teacher working closely with the students through the prewriting, writing, and revision stages of composition. Students on the belonging level need group acceptance and should be allowed to work together on writing projects whenever possible. Students on the ego level need recognition and rewards; consequently, the teacher should make their writing assignments challenging. The audience for writing can be more remote and the purpose for writing more abstract. Writing for students on the self-actualization level is a matter of personal involvement; it is self-initiated and the sense of discovery comes from within. These students should assume major roles in structuring their own writing tasks. (HOD)

0270 ED 189 637
Fox, Roy F.
Treatment of Writing Apprehension and Its Effects on Composition.
Pub Date—79
Note—36p.; ; Research performed at the University of Missouri-Columbia. Best copy available.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Freshmen, *Conventional Instruction, *Experimental Teaching, Higher Education, Learning Theories, Research, Student Interests, Teaching Methods, *Writing (Composition), *Writing Instruction, *Writing Research
Identifiers—*Writing Apprehension
A 16-week study to investigate the effects that two methods of teaching writing had on writing apprehension and on overall quality and length of student writing involved over 100 college freshmen enrolled in English Composition classes. Except for the methods of writing instruction, both control and experimental group conditions were held constant, including class hours, number of words assigned, and choice of topics. Daly and Miller's writing apprehension test was administered at the beginning and end of the experiment along with a two-hour posttest writing sample. A summary of the features of the experimental treatment includes: (1) introductory large group interaction activities; (2) paired-student problem solving; (3) small group problem solving; (4) instruction in peer evaluation; (5) introductory large group "what to look for" practice; (6) small group sustained peer evaluation; (7) specific essay objectives; and (8) a six-step instructional sequence preceding each essay. Conclusions drawn from the data were that students' writing apprehension was reduced using either method but at a faster rate with the experimental method and that the experimental treatment produced writing that was as proficient in overall quality as that produced by the conventional treatment and significantly longer. (AEA)

0271 ED 189 619
Weiss, R. H. Walters, S. A.
Writing Apprehension: Implications for Teaching, Writing, and Concept Clarity.
Pub Date—Mar 80
Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Washington, DC, March 13-15, 1980).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Anxiety, Higher Education, *Learning Theories, Student Attitudes, Teaching Methods, *Writing (Composition), *Writing Instruction, *Writing Research
Identifiers—Writing across the Curriculum, *Writing Apprehension
A study of the relationship between the quantity of writing assignments and writing apprehension involved 352 college students enrolled in 20 classes in eight discipline areas. Writing apprehension was measured by using the Daly-Miller writing apprehension inventory as a pretest and posttest. Tasks involving learning-centered writing (writing designed solely to enhance learning, requiring neither use of academic prose nor teacher evaluation) were used in 15 classes to help students increase the amounts and clarity of learned content; students in five control classes learned content without the help of writing tasks. Results indicated that while decreases in apprehension in the experimental classes were not significant statistically, increasing the amounts of learning-centered writing tasks was related to decreases in writing apprehension rather than to the increases feared by many who hesitate to use writing in content areas. (AEA)

0272 ED 188 223
Wilson, Dawn
From Confidence to Competence: The Journal as Steppingstone.
Pub Date—Mar 80
Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Assignments, College English, Higher Education, Learning Activities, Sequential Approach, *Teaching Methods, *Writing (Composition), *Writing Instruction, *Writing Processes, *Writing Skills
Identifiers—Revision (Written Composition), *Student Journals
A journal-based college composition program has been developed that links journal writing to the development of competence in more formal writing. Students write both free choice and assigned entries, and their entries become the basis of all the themes they write; in-class assignments focus on the improvement of specific aspects of the journal entries. Each student's journal is given an end-of-semester grade based largely on effort. Assignments are sequential and are based on a synthesis of prominent educators' views on appropriate sequential writing activities. They progress from preliminary free writing exercises to personal and narrative writing, and then to descriptive, expository, and persuasive writing. The concept of invention is introduced, and the distinction between process and product–between journal entry and theme–is stressed. Students are given help in transforming journal entries into themes, in inventing new material, in reorganizing and rearranging existing ideas, in detecting stylistic weaknesses, and in rejecting inappropriate material. A journal-based composition program provides needed writing practice while at the same time helping students become competent, proficient writers. (GT)

0273 ED 185 557
Petrick, Joanne F.
Self-Heuristics and the Writer's Self Discovery.
Pub Date—Mar 80
Note—18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, *Discovery Learning, Higher Education, *Inquiry, *Questioning Techniques, *Self Evaluation (Individuals), Teaching Methods, *Writing (Composition), *Writing Processes
A four-part heuristic model seeks to enhance teacher and student-writer awareness of the significance of the self as writer. The questions in the heuristic examine the relationships between the self and the self as writer, between the self and the subject matter, between the self and the audience, and between the self and the form of the composition. Exercises that teachers can use in conjunction with this heuristic include the completion of a writing inventory by the students and a discussion of the inventory in the classroom, writing and discussing short paragraphs about student problems with writing and writing teachers, and reading about the writing processes/difficulties of established or famous writers. (A writing inventory and the heuristic model for self-analysis in the writing process are attached.) (RL)

0274 ED 172 254
Bloom, Martin
Anxious Writers: Distinguishing Anxiety from Pathology.
Pub Date—Apr 79
Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Anxiety, Behavior Patterns, Emotional Problems, Higher Education, *Pathology, Problem Solving, *Psychological Patterns, Psychopathology, *Student Problems, Teaching Methods, *Workshops, *Writing (Composition)
Identifiers—*Writing Apprehension
An exploration of writing anxiety suggests that it is a normal form of behavior rather than a pathology, but that it varies in degrees of its dysfunctionality. Excerpts from the log books of college students in a writing anxiety workshop illustrate four broad categories of writing anxiety: procrastination, feeling emotionally distressed, thinking about one's inadequacies, and feeling physically uncomfortable or distressed. In the writing anxiety workshop, students verbalize their writing problems; receive individual analyses of their problems, along with suggestions for change; and share the results of their attempts to follow the suggestions. The log book excerpts may be interpreted within the rational-emotive theory of Albert Ellis, as well as within a variety of other theories of psychopathology. However, writing anxiety is distinctive from other forms of pathological anxiety in that it is highly situation-specific, seems to be self-limiting, is relatively visible, and–most importantly–appears to be relatively easily overcome by rational instruction, with some mild-to-moderate confrontation in two or three brief group sessions. Thus, writing anxiety appears to be at best a very weak form of pathology; and in fact some anxiety is a necessary

ingredient in the writing process, operating as an energizer. (GT)

0275 ED 154 425
Cope, Jo Ann
Writing Apprehension.
Pub Date—Mar 78
Note—9p.; Paper presented at the Annual Meeting of the Western College Reading Association (11th, Long Beach, California, March 16-19, 1978)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Anxiety, *Behavioral Science Research, College Students, Desensitization, Educational Therapy, Higher Education, Identification, *Individual Characteristics, *Individual Differences, Literature Reviews, Negative Attitudes, *Writing (Composition), Writing Skills
Research on the topic of writing apprehension–general tendency to anxiety that is triggered by the situation of writing–has recently been stimulated by the development of a self-report scale to measure it. Research in the effects of writing apprehension reveals that students who are anxious about writing choose coursework, majors, and occupations to avoid it. More often men, they see themselves negatively as writers. They may have limited writing skills. The style of anxious writers is flat, neutral, self-hiding, and less expressive than that of writers who are not anxious. Another psychogenic problem is writer's cramp. Diagnosis of writing apprehension should first determine whether the student knows how to produce a paper and to manipulate ideas. The writing apprehension scale, analysis of a student's writing style, and in-depth discussion with the student are all viable methods of diagnosing writing apprehension. Methods of treatment include free writing, contracting, teaching positive self-talk (cognitive modification), retraining in the writing process, physical relaxation, and systematic desensitization. Referral to a therapist should be considered if writing apprehension is symptomatic of more general psychological problems. (Author/DF)

0276 ED 147 887
Daly, John A. Friedrich, Gustav W.
The Prediction of Long-Term Changes in Communication Apprehension in the Communication Classroom.
Pub Date—Dec 77
Note—31p.; Paper presented at the Annual Meeting of the Speech Communication Association (63rd, Washington, D.C., December 1-4, 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Anxiety, Classroom Environment, College Students, *Communication Problems, *Communication Research, Interaction, *Interpersonal Relationship, *Personality Change, *Prediction, Predictor Variables, Speech Communication
Previous research on communication apprehension has revealed a reduction in student apprehension over a semester-length course in speech communication. Further research indicates, however, that, while most students do experience a reduction, a sizable percentage actually report an increase. This study sought to determine the difference between those individuals who report a decrease and those who report an increase. Discriminant analysis of 34 possible predictors revealed 12 significant discriminators. (Author)

0277 ED 141 814
Lynch, Merrin D. May, Lucille
Some Effects of Heightening Anxiety Levels on Writing Performance of Students with Different Levels of Creativity and Prior Anxiety.
Pub Date—77
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Anxiety, *Creativity, Educational Research, Grade 9, Grammar, Junior High Schools, Problems, *Psychological Patterns, Spelling, *Writing Skills
This study's purpose was to investigate effects of heightened anxiety upon writing performance of subjects with different levels of creativity and prior anxiety. Eighty ninth-graders were divided by median splits on test scores into high and low creativity and prior anxiety levels. Subjects produced editorial essays half under high and half under low induced anxiety. Measures were obtained on writing style, grammatical errors, lexical diversity, mood, and judged satisfaction. High, as opposed to low, creatives wrote with fewer grammatical, spelling, and total errors, and with greater lexical diversity when experiencing induced anxiety. Induced anxiety was facilitative for high creatives and debilitative for low creatives. (Author)

0278 ED 139 023
Steidle, Ernest F.
An Investigation of Writing Ability as a Function of Student Attitude: General and Specific.
Pub Date—Apr 77
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Ability, Educational Research, Elementary Secondary Education, *Predictor Variables, Reading Interests, *Self Concept, Self Esteem, *Student Attitudes, *Writing Skills
Identifiers—*Virginia
Scores on the Diederich Composition Rating Scale were correlated with measures of specific attitudes toward reading and general attitudes toward school for 920 students from grades 4, 6, 9, and 12. This was a subsample drawn from the fall 1974 and spring 1975 Virginia Educational Needs Assessment. A direct linear dependency between student attitudes and composition quality was found in this sample. General student attitudes contributed the greater proportion of the variance, indicating that self-concept and attitudes associated with success in school were also associated with success in writing. Student attitudes toward reading were also significant predictors of success in writing. Grade level, while an important predictor, was not as strong a predictor as either attitude measure. (AA)

0279 ED 132 595
Book, Virginia
Some Effects of Apprehension on Writing Performance.
Pub Date—76
Note—24p.; Paper presented at the Annual Meeting of the American Business Communication Association (San Diego, December 28-30, 1976)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication Skills, *Educational Research, *Failure, Higher Education, *Language Styles, Performance Factors, *Writing Skills
The purpose of this study was to determine whether persons identified as having either a low or a high degree of apprehension toward writing encode information differently. Behavioral patterns similar to those exhibited by persons who are apprehensive about speech were investigated. Results of a study of 19 high-apprehensive and 21 low-apprehensive college students supported the prediction that written messages produced by high apprehensives and low apprehensives differ significantly in structure, language use, and amount of information conveyed. Patterns similar to those exhibited by persons who are apprehensive about oral communication emerged through content analysis. (Author/AA)

ENVIRONMENTAL FACTORS

0280 ED 192 364
Graves, Donald H.
Balance the Basics: Let Them Write.
Ford Foundation, New York, N.Y.
Pub Date—78
Note—36p.
Available from—Ford Foundation, 320 East 43 St., New York, NY 10017 ($2.95)
Pub Type— Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Basic Skills, *Educational Needs, Student Attitudes, Student Centered Curriculum, *Student Teacher Relationship, *Teacher Attitudes, Teacher Education, Teacher Improvement, *Teaching Methods, Writing (Composition), *Writing Instruction
This report is one of a series of papers presented to a continuing in-house seminar on learning sponsored by the Ford Foundation. The paper reports on several schools where writing and individual expression are valued, identifies one approach to the teaching of writing, and addresses two central questions underlying the crisis of writing in the United States: Is it important to write? And, if so, why don't we write? The first question is answered affirmatively in the first section of the paper with the reasons that writing contributes to intelligence, develops initiative, and is often the means to a personal breakthrough in learning. The second section of the paper discusses the second question and offers such reasons for our failure to write as inadequate preparation of teachers to teach writing and too little concern for the individual development of the learners themselves. The third section proposes the process-conference approach to teaching writing as a proven, workable way to reverse the decline of school writing. This method is described as one in which teachers help students by initiating brief, individual conferences during the process of writing, rather than by assigning topics in advance of writing and making extensive corrections after the writing is finished. (AEA)

0281 ED 189 601
Sinatra, Richard
Using Visuals in the Composing Process.
Pub Date—Apr 79
Note—19p.; Paper presented at the Annual Meeting of the International Reading Association (24th, Atlanta, GA, April 23-27, 1979).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cerebral Dominance, Comics (Publications), Elementary Education, Instructional Materials, Photographs, *Teaching Methods, *Visual Aids, Visual Stimuli, *Writing (Composition), *Writing Instruction, *Writing Processes, Writing Skills
Visual strategies that involve students in comprehending and writing processes while achieving whole-brain input can strengthen the bond between language and experience. Both the analytical, sequential, left brain hemisphere and the holistic, visual/spatial right brain hemisphere can be stimulated in oral and written expression through the use of three visual arrangement plans: in the lower grades, visual stories can acquaint young children with some of the major themes of literature and can illustrate character, plot, setting, and word; in the middle grades, pictures and visual patterns can be used to aid sentence combining practice; and in the upper grades, visual compositions can be arranged to help students achieve understanding of organizational patterns in writing. The visuals can be photographs or can be taken from filmstrips, picture book sources, or comics minus the dialogue. Visual compositions can be arranged to influence students to write narrative or steps in a process, description, comparison/contrast, enumeration, exposition, argumentation, or a combination of styles. Teachers should lead students through the following steps to implement any of these visual arrangements: (1) establish readiness, (2) form the main idea, (3) form the body of the composition, (4) write the composition, (5) review and share the compositions through several postwriting activities. As students learn to order visually, they learn to organize verbally, gaining greater facility in the organizational patterns of written discourse. (AEA)

0282 ED 184 127
Winterowd, W. Ross McElderry, Bruce R.
From Classroom Practice into Psycholinguistic Theory.
Pub Date—Mar 80
Note—17p.; Paper presented at the Annual Meeting of the University of Wisconsin–Milwaukee Linguistics Symposium (9th, Milwaukee, WI, March 7-8, 1980)
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Theories, Higher Education, *Inservice Education, *Language Acquisition, Learning Laboratories, Learning Processes, *Learning Theories, *Program Design, Secondary Education, Second Language Learning, Teaching Methods, *Writing (Composition), *Writing Processes, Writing Skills
After a brief discussion of the concepts underlying the design of a high school district's composition program that emphasizes teacher inservice preparation and writing as process rather than product, this paper develops a theory of learning language skills similar to that used in learning a second language. A distinction is drawn between language acquisition as a natural, holistic, unconscious process and language learning as an extensive, carefully planned process implementing rules, algorithms, paradigms, and programmed exercises. The classroom is described as both a workshop where composition skills are acquired through prewriting, writing, and rewriting and as a laboratory where editing skills are learned. A modified version of Stephen Krashen's monitor theory of second language acquisition is discussed as well as its application in an ongoing study of freshman composition students at the University of Southern California. (AEA)

0283 ED 177 608
Comprone, Joseph J.
Using Film Within the Composing Process: Prewriting and Writing.
Pub Date—78
Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, CO, March 30-April 1, 1978)
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Films, Higher Education, *Prewriting, *Teaching Methods, *Writing (Composition), *Writing Processes, *Writing Skills
This paper discusses the use of film in teaching the composing process to students. Beginning with a description of the composing process in general, it continues with a discussion of problem-solving, composing, and film, using "The Shopping Bag Lady" as an illustrative film. This is followed by a consideration of how to use film to generate form in the prewriting stage of composing and some specific suggestions for its use in the directing of the middle or writing stages of composing. The paper concludes with a description of the advantages of using short films in writing classes. (TJ)

0284 ED 176 278
Meyers, Richard And Others
Group Composing: A Classroom Technique.
Pub Date—Mar 79
Note—17p.; Paper presented at the Annual Meeting of the National Conference on Remedial/-Developmental Studies in Post-Secondary Institutions (3rd, Chicago, Illinois, March 14-16, 1979)
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Freshmen, *Group Activities, Higher Education, *Self Directed Groups, Student Writing Models, Teaching Methods, *Writing (Composition), Writing Processes
The Academic Foundations Department at Rutgers University developed an alternative method for encouraging writing that allows the students to work together in small groups. This method, called group composing, has many advantages: it is process-oriented rather than product-focused; it allows students to become aware of the options available to them as writers, to solve for themselves the puzzles of written expression by seeing the results of a number of different strategies; and it provides a new setting for composing by eliminating the teacher-directed composition class and replacing it with a student-centered learning atmosphere. The group composing process begins when students individually write sentences related to a given topic sentence. The students then meet in small groups, where they develop those independently generated thoughts into a unified, coherent paragraph. This sharing of ideas in small groups eliminates the solitude of the composing experience that so often inhibits and intimidates students' initial efforts to write on a topic. Group composing also gives student writers needed experiences as both writer and audience, whereby they learn to consider the needs of others when expressing ideas. (A brief history of how group composing developed at Rutgers and examples of student work within the process are included.) (RL)

0285 ED 174 982
Root, Robert L., Jr.
Humpty, Alice, and the Composition Prism: A Perspective on Teaching Process.
Pub Date—May 79
Note—15p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (12th, Ottawa, Canada, May 8-11, 1979)
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Practices, Secondary Education, *Teacher Attitudes, *Teaching Methods, *Teaching Models, *Writing (Composition), *Writing Processes
Two opposing views of composition instruction–one emphasizing the creativity and self-involvement of the student (or producer), and one emphasizing the communication produced (the product)–can be reconciled through a perspective that emphasizes the process of composition. It is in process, defined as "the act of composing" or "the act of producing," that all student composing takes place. Both producer-orientation and product-orientation in the composition classroom can shortchange process. Producer, product, and process are not mutually exclusive, however, and all three elements, determined by the purpose of the discourse, can function together to turn the classic, one-dimensional communication triangle of encoder-signal-decoder into a three-dimensional prism. Teaching or writing must provide aims and occasions and be centered on process, allowing individual writers the freedom to engage process in ways that observation and experience have shown writers really use. (AEA)

0286 ED 174 942
Weiss, M. Jerry, Ed.
From Writers to Students: The Pleasures and Pains of Writing.
International Reading Association, Newark, Del.
Pub Date—79
Note—120p.
Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 724, $3.00 member, $4.50 nonmember)
Pub Type— Opinion Papers (120) — Books (010)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Adolescent Literature, *Authors, *Creative Writing, Experiential Learning, Interviews, *Literature Appreciation, Secondary Education, *Writing (Composition), Writing Processes, Writing Skills
Identifiers—*Writing for Publication
This collection of transcriptions of taped interviews with 19 successful writers of adolescent literature, among whom are Judy Blume, Vera and Bill Cleaver, Isabelle Holland, and Paul Zindel, attempts to provide answers to questions about the nature of writing and of writers. Subject areas covered in the transcripts include how and when the authors decided to become writers, their childhood experiences, their definitions of good writing, and their advice to aspiring writers. A reading list of modern adolescent literature is included in the introduction, and each transcript is preceded by a list of the author's books. (AEA)

0287 ED 172 231
Dinan, John S.
The Classroom as Playground.
Pub Date—Apr 79
Note—18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type— Opinion Papers (120) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*English Instruction, Higher Education, *Teaching Methods, *Writing (Composition), *Writing Skills
Students tend to think of writing as reporting the topography of their minds and souls guided by the assumptions that reality is "out there," that reality is relatively unproblematical, that the concepts they use are common to everyone and are therefore self-evident, and that they should and can abstract themselves from the processes of the worlds they write about. The teacher wants the students to conceive of a writer as a process within a process engaging in a process. A metaphor that helps define the role a teacher can play to achieve that is Teacher-as-Artist who deliberately creates disorder by disorienting the audience. However, teaching within that metaphor is likely to create considerable anxiety among students. This anxiety can be reduced by making the classroom into a playground where students can rehearse failure in a protected situation. Some techniques to help create this atmosphere include using group work as much as possible, stopping the use of syllabi, digressing a great deal, avoiding the assignment of one-shot papers, reading student journals and asking questions that lead to another entry, and assigning papers that grow out of each other. (TJ)

0288 ED 147 880
Koch, Carl Brazil, James M.
Strategies for Teaching the Composition Process.
National Council of Teachers of English, Urbana, Ill.
Pub Date—78
Note—117p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 47518, $3.40 member, $3.95 non-member)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Diagnostic Teaching, *English Instruction, Higher Education, Secondary Education, *Teaching Methods, *Writing Exercises, *Writing Skills
Based on the premise that students have a wealth of resources they can tap for their writing, this book presents a series of practical, student-centered strategies for use in high school and college composition classes. The exercises are grouped in four sets: the comfort zone (strategies for use in the early part of the composition course), prewriting, the writing stage, and the postwriting stage. Appendixes discuss setting priorities for diagnosing student writing and diagnosing dialect features in student writing. (AA)

0289 ED 124 989
Baker, William H.
Teaching Business Writing by the Spiral Method.
Pub Date—75
Note—13p.; Paper presented at the Annual Meeting of the American Business Communication Association (Toronto, Ontario, December 1975); Not available in hard copy due to marginal legibility of original document
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Business English, Educational Theories, Higher Education, Learning Motivation, *Success, *Teacher Effectiveness, Teaching Methods, *Technical Writing, *Writing Skills
Although there is no one best way to teach writing, the creation of a learning climate in which students have the least possible chance for failure will facilitate the learning process. Factors influencing success include student interest in the subject, specifically understood objectives and criteria, genuineness of the teacher, progression from simple to complex tasks, demonstration and modeling of

examples, meaningful and purposeful practice, reinforcement and immediate knowledge of results, and active involvement of the learner. Application of these learning factors in the "spiral method," in which the student progresses through a step-by-step process closely aligned with a hierarchy of educational objectives, results in greater participation and skill attainment. An example of this teaching method is outlined for the writing of a business collection letter. (KS)

WRITING AS LEARNING

0290 ED 193 648
Gower, Peter
Writing Is Learning.
Pub Date—Nov 80
Note—13p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (13th, Halifax, Canada, August 18-22, 1980) and the Ontario Council of Teachers of English Conference (Halifax, Nova Scotia, August 20, 1980).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Guidelines, Learning Theories, *Student Interests, *Teacher Attitudes, *Teacher Behavior, Teacher Response, Teaching Methods, Writing (Composition), *Writing Instruction, *Writing Processes
This paper describes writing as an exploration through unknown terrain by which student writers find out what they are really thinking. It offers teachers the following ground rules to help the difficult process whenever their students are writing in any subject: (1) do not ask students to regurgitate what they already know; (2) give students time in which to practice, make mistakes, and find out what they really mean; (3) let students question all the time; (4) let students make mistakes; (5) view all writing as work in progress; (6) do not emphasize marks or grades; and (7) be adaptable, remembering that the writing should be student centered with student learning as its main purpose. (AEA)

0291 ED 192 316
Pritchard, Constance J.
Teaching Women Prisoners to Write.
Pub Date—Mar 80
Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication Skills, *Correctional Education, Correctional Institutions, Educational Benefits, *Females, Higher Education, *Language Skills, *Prisoners, Program Descriptions, Speech Communication, *Writing (Composition), *Writing Instruction
Courses in college composition taught as part of the University of South Carolina's program at the Women's Correctional Center in Columbia, South Carolina, (a minimum security state prison) have proved valuable to prisoners. Despite the problems encountered, including lack of cooperation from the prison administration and inadequacy of available materials, the program has been found by many inmates to be an important way to prepare to reenter society. The benefits that inmates derive from writing instruction are improved skills in communication, thinking, and semantics. The Women's Correctional Center community is very verbal, and inmates are aware of the need to adapt their language to fit varying prison situations and to express themselves clearly and carefully. Written language is also important in the prison community since it is needed for such activities as applying for privileges, appealing convictions, and writing letters. Through their training in writing skills, inmates have gained knowledge about language and words, consciousness of diction, improved persuasive writing skills, and an avenue for self-expression. The prison courses have differed from traditional courses in the writing topics chosen and in increased chances for individualized instruction. (Excerpts from inmates' writing are included.) (GT)

0292 ED 184 115
Draper, Virginia
Formative Writing: Writing to Assist Learning In All Subject Areas. Curriculum Publication No. 3.
California Univ., Berkeley. School of Education.
Spons Agency—Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—79
Note—65p.
Available from—Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 ($1.50 postage and handling)
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Creative Writing, Elementary Secondary Education, *Expository Writing, Higher Education, *Student Writing Models, Teaching Methods, *Writing (Composition), *Writing Instruction, Writing Processes, *Writing Skills
Identifiers—*Bay Area Writing Project, *Writing across the Curriculum
This booklet is one of a series of teacher-written curriculum publications launched by the Bay Area Writing Project, each focusing on a different aspect of the teaching of composition. This booklet explains techniques that can be used by teachers in all subject areas to help students use writing, not merely as a means of testing knowledge, but as a method of gaining knowledge. The first portion of the booklet defines formative writing (based on the distinction between formative and summative evaluation techniques) and its use in free writing, focused free writing, questioning, note taking, journals, and writing about assignments. The major portion of the booklet is an appendix of examples of formative writing for formal composition and for writing without formal composition as a goal. (AEA)

0293 ED 181 455
Zimecki, Michael W
Two Heresies of Composition Pedagogy.
Pub Date—Nov 79
Note—12p.; Paper presented at the Annual Meeting of the South Atlantic Modern Language Association (Atlanta, GA, November 1-3, 1979)
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Higher Education, Literature Appreciation, Teaching Methods, *Writing (Composition), Writing Exercises, *Writing Skills
It is possible to reconcile two supposedly warring viewpoints toward composition pedagogy: that writers know what they want to say before they begin writing (a viewpoint that stresses the communicative function of writing), and that writers discover what they have to say in the act of saying it (a viewpoint that focuses on the heuristic value of writing). Both positions contain a large measure of truth and can be used to advantage by the same writer in the same composition. Knowing writing techniques before beginning to write, such as repeating thematic tags to hold the reader's attention, must be the result of intellectual processes, as well as the application of a rule. Having a working knowledge of principles of contrast, classification and causation and of rules of implication is important before beginning to write, but such knowledge merely underlies those operations a writer makes when using verbal cues to expand an initial set of sentences, generating further sentences while organically structuring a composition. Basic principles of deduction and hypothesis-making help writers produce more intelligible compositions only if these principles are taught in a flexible way. This theory of composition pedagogy may facilitate a greater appreciation of literature by helping students understand key words, grasp implications, shun cliches, and recognize passages in which authors use stock situations to capitalize on standard emotions and beliefs. (AEA)

0294 ED 172 249
Root, Robert L., Jr.
Classroom as Drillfield: Can the Basics Build Writers?
Pub Date—Apr 79
Note—17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Faculty, *English Instruction, Higher Education, Models, *Teacher Attitudes, *Teacher Behavior, Teacher Role, *Teaching Methods, *Teaching Styles, *Writing (Composition)
Identifiers—Back to Basics
The ruling model of the college teacher of composition has been the "composition instructor," who like the military drill instructor is unflinching, authoritarian, and dedicated to turning students into disciplined writers of standard English by means of drills and criticism. The military pose is inherent in the call for a return to basics, because the basics are perceived as best fostered by a hard-nosed prescriptivism. This approach is grounded in erroneous ideas of how students learn and of the effectiveness of this manner of instruction. Under the assumption that the student's mind is a blank tablet, the method ignores research showing that the ability to learn develops over a period of time and that it is important not to seek certain goals until the student is prepared to achieve them. A more appropriate model for the composition teacher is that of the "master craftsman," who is wise, authoritative, and who shares skills with the student-apprentices who teach themselves by doing. (DF)

0295 ED 162 306
McRae, M. W.
Mining the Popular Culture: The Mass Media and Freshman Composition.
Pub Date—78
Note—15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Advertising, *English Instruction, Higher Education, *Mass Media, *Popular Culture, Secondary Education, *Teaching Methods, *Television, Writing Skills
The study of mass media and popular culture in a composition class allows students and teachers together to develop a critical awareness of television and advertising. Jerzy Kosinski's book, "Being There," a novel about the impact of television, is a beginning point for the study of television. Using that book as if it were a collection of events, pieces of evidence which may reveal a pattern, students can begin to form a statement that can be the thesis for an essay on television. A study of advertising may include awareness of the mythic and psychological appeals of advertising–study of the demographic backgrounds of advertising campaigns–or it may focus on the diction and essay structure in an advertisement. Another assignment which reveals popular culture consists of having students keep track of what they throw away for two or three days and then write an essay on what that reveals about themselves and society. Students might also consider how kitsch has demeaned the major rituals and celebrations such as death, marriage, birth, graduation, and retirement. Finally, students might write about a political speech and how media coverage affected their views on the subject. (TJ)

0296 ED 151 861
Gershuny, H. Lee
Seeing Through Words.
Pub Date—Oct 77
Note—18p.; Paper presented at the Annual Meeting of the Northeast Regional Conference on English in the Two-Year College (20th, Buffalo, New York, October 21-22, 1977)
Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, *Critical Thinking, *English Instruction, Language Role, *Language Skills, *Teaching Methods, Two Year Colleges, *Writing Skills
In order to develop language awareness and critical thinking skills, an introductory writing course was taught at the community college level in three phases. First, the subjectivity of perceived reality and language choice was demonstrated through use of photographs, prose, and poetry. The second phase dealt with the role of language in defining and understanding experience. In the third phase, George Orwell's principles of Newspeak and doublespeak from "1984" served as a frame of reference to guide students to see through cultural myths and the language system used to sustain them. (Appropriate textbooks are suggested, and class exercises and assignments are described in detail. (CC)

0297 ED 084 558
Hawley, Robert Coit
Composition for Personal Growth: Program Design and Evaluation.
Pub Date—72
Note—138p.; Ed.D. Dissertation, University of Massachusetts; See also document CS 200 837
Available from—University Microfilms, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-19,520, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Communication (Thought Transfer), Doctoral Dissertations, English Instruction, *Program Design, *Program Effectiveness, Secondary Education, Self Evaluation, Teaching Methods, Values, *Verbal Communication, *Writing (Composition)
Identifiers—*Composition for Personal Growth Program
This thesis describes the design and evaluation of the "Composition for Personal Growth" program developed by Sidney B. Simon, Robert C. Hawley, and David D. Britton. In developing the program, the designers sought to remedy what they considered to be the four major faults of many traditional composition programs: lack of meaningful subject matter, lack of responsive audience, inescapable negative criticism, and an aura of perfection which is exemplified both by the adulation of the "masters" in teaching style and by the demand for complete polished essays to be presented as the weekly "theme." The program stresses three overlapping areas of personal growth as organizing principles for the program–identity, interpersonal relations, and values into action. The program was field-tested extensively during the fall of 1971 and the winter of 1972. The results of four different types of evaluation, the most important of which is the excerpted letters and comments of teachers using the program, are reported in this document. The findings from these letters and comments indicate that the program seems to produce personal and professional growth in teachers. (Author/LL)

0298 ED 059 189
Gorrell, Robert M.
Rhetoric: How Do You Carve an Elephant?
Pub Date—71
Note—16p.; A lecture contained in The Discovery of English (Urbana, Illinois: National Council of Teachers of English, 1971)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication Skills, Creative Writing, Educational Objectives, *Language Usage, *Rhetoric, Teacher Role, *Teaching Methods, *Writing (Composition), *Writing Skills
The use of rhetoric as a focus in teaching writing, working for understanding, not obedience to rules is discussed and illustrated. Rhetoric is defined as the art of making choices among available means of expression. The major implication of the definition is said to be that rhetoric, as the art of selection, is primarily concerned with anticipating effects. It is suggested that all that the teacher can do honestly is to try to give students the kind of information that will help them anticipate effects and therefore choose usage intelligently. To promote understanding rather than dictation, it is suggested that writing be looked at as a flow or continuity. To understand the experience of writing, it is stated that teachers of writing should write. (DB)

0299 ED 026 351
Rouse, John
Use Words Because the Skin Forgets.
Pub Date—Sep 68
Note—6p.
Available from—Media & Methods Institute, Inc., 134 N. 13th St., Philadelphia, Pa. 19107 (Single copy $0.75).
Journal Cit—Educators Guide to Media & Methods; v5 n1 p18-23 Sep 1968
Document Not Available from EDRS.
Descriptors—*Communication (Thought Transfer), Communication Problems, Creative Thinking, Elementary Education, *English Instruction, *Language, Learning Experience, Listening Groups, Literature, Receptive Language, Rhetoric, Self Concept, *Teaching Methods, *Writing (Composition)
Writing instruction today emphasizes the rules and conventions of rhetorical analysis and thus tends to isolate the students' personalities from their use of language. To be effective, writing instruction must begin with the exploration of events and issues that determine experience and with the ideas formed from attempts to understand life. One kind of exploration of experience can be provided through a confrontation with literature. For example, the first lesson for a sixth-grade class studying "The Pushcart War" was taught by tape recorder to evoke a personal dilemma for the students similar to the one presented in the book, where man is pitted against the machine. When the class wrote about their reactions to working for a machine, they began to comprehend and then to communicate their attitudes. During such attempts to organize experience and share it with others, students can develop a sense both of audience and of personal identity. (JB)

0300 ED 016 681
ALLEN, ROBERT R.
TEACHING WRITING THROUGH STUDENTS' WRITING, A METHOD FOR INSTRUCTORS OF COMPOSITION.
Pub Date—67
Note—66P.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Assignments, College Freshmen, *Course Descriptions, English, English Curriculum, English Instruction, Experimental Teaching, *Rhetoric, Teacher Role, *Teaching Methods, *Writing (Composition), Writing Exercises, *Writing Skills
Identifiers—Illinois (Urbana), UNIVERSITY OF ILLINOIS
AN OUTLINE IS PROVIDED FOR A TEXTLESS RHETORIC 101 COURSE TAUGHT AT THE UNIVERSITY OF ILLINOIS. BECAUSE THE IMMEDIATE OBJECTIVE IS TO PROMOTE THE STUDENTS' AWARENESS OF THEIR OWN WRITING, THE SEMESTER IS ORGANIZED AROUND WHAT THE STUDENTS WRITE, NOT WHAT THEY READ OR MODELS WHICH THEY OUGHT TO IMITATE. AN INTRODUCTION, A SET OF ASSIGNMENTS ON CULTURE, AND A TEACHER'S READING LIST ARE INCLUDED. THE MAJOR PORTION OF THE DOCUMENT, "NOTES ON TEACHING REPRESENTATIVE ASSIGNMENTS," CONSISTS OF SAMPLES OF THE STUDENTS' WRITINGS, THE TEACHER'S COMMENTS, SHEETS AND STRATAGEMS USED IN CLASS, AND AN ACCOUNT OF CLASS ACTIVITY. THE COURSE IS ARRANGED SO THAT THE STUDENTS BEGIN WRITING ON THE BROAD TOPIC, "CULTURE." THEN THEY WRITE ON SUCH SPECIFIC TOPICS AS TASTE, CUSTOM, AND CONVENTION. AT THE END OF THE SEMESTER THEY WRITE AGAIN ON THE ORIGINAL BROAD TOPIC. WITH THIS ARRANGEMENT OF ASSIGNMENTS, CLASS DISCUSSIONS AND WRITTEN EXERCISES CONVERGE ON A CENTRAL THEME AND PROVIDE A CHANCE FOR THE STUDENT TO HEAR CONTRASTING POINTS OF VIEW AND THEREBY REALIZE THE COMPLEXITY OF WHAT HE IS TRYING TO SAY. (BN)

WRITING CENTERS

0301 ED 200 982
Sorenson, Sharon
The High School Writing Lab: The Composition Teacher's Survival Kit.
Pub Date—Apr 81
Note—32p.; Paper presented at the Spring Meeting of the Indiana Council of Teachers of English (Indianapolis, IN, April 24-25. 1981).
Pub Type— Reports - Descriptive (141) — Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Diagnostic Teaching, High Schools, *Individualized Instruction, *Learning Laboratories, Remedial Instruction, Teaching Methods, *Writing Instruction, *Writing Research, *Writing Skills
Identifiers—*Writing Laboratories
Noting that writing laboratories at the high school level are gaining more attention as high school personnel learn to adapt successful college programs to their own needs, this paper provides information about a laboratory program that was designed to offer tenth through twelfth grade students individualized instruction both to remediate writing deficiencies and to present instruction in sophisticated writing skills. The various sections of the paper offer the following: (1) background information, (2) program objectives, (3) laboratory activities, (4) a description of the physical features of the laboratory (with an accompanying floor plan), (5) a list of procedures for using the laboratory, (6) a discussion of the evaluation procedures used, (7) a copy of a survey form administered to students using the lab, and (8) conclusions from the evaluation. Copies of forms used in the laboratory program are also included in the paper. (MKM)

0302 ED 198 558
Fleming, Margaret, Ed.
Writing Projects.
Arizona English Teachers Association, Tempe.
Pub Date—Feb 80
Note—188p.; Arizona English Teachers Association is an affiliate of the National Council of Teachers of English.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 58854, $4.50 member, $5.00 nonmember).
Journal Cit—Arizona English Bulletin; v22 n2 Feb 1980
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Classroom Techniques, Creative Writing, English Instruction, Inservice Teacher Education, Program Descriptions, *Program Development, Secondary Education, Student Attitudes, *Writing (Composition), Writing Evaluation, *Writing Instruction, Writing Processes, *Writing Research
Identifiers—*National Writing Project
The 18 articles in the first section of this journal issue provide information about the National Writing Project, while the 22 articles in the second section discuss classroom writing projects. Among the topics discussed in the first section are the National Writing Projects in Arizona, Northeast Texas, and Boston; teacher behavior during inservice education; setting an informed and informing context for a writing project; and high school teachers and freshman composition. Articles in the second section consider the basics as a background for writing, writing as a discipline, the journal as an aid to teaching composition, a process-oriented strategy for teaching organization, student attitudes toward writing class, using choral reading in composition instruction, imitation in the basic writing class, reader-response grammar, peer evaluation of compositions, and evaluating creative writing. (FL)

0303 ED 197 331
Starks, Gretchen
Reading & Writing: A Total Package for Academic Success.
Pub Date—80
Note—9p.; Paper presented at the Annual Meeting of the College Reading Association (24th, Baltimore, MD, October 30-November 1, 1980).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College English, English Instruction, Higher Education, *Integrated Curriculum, *Learning Laboratories, *Reading Centers, *Reading Skills, *Writing Skills
Identifiers—*Writing Laboratories
The activities of the reading/writing center at the University of Minnesota Technical College are described in this paper. Following a brief discussion of the background of the center and its rationale, the paper provides (1) steps in planning effective reading and writing strategies, (2) examples of reading/writing assignments, and (3) ways to obtain cooperation and support for reading/writing centers from students, faculty members, and administrators. (FL)

0304 ED 194 912
Wolcott, Willa
The Use of Structured Modules in Writing Center Classes: A Helpful Strategy for Teaching Writing Skills.
Pub Date—Oct 80
Note—12p.; Paper presented at the Annual Meeting of the Florida State Reading Council (18th, St. Petersburg, FL, October 16-18, 1980).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Higher Education, *Learning Modules, Program Descriptions, *Remedial Instruction, *Teaching Methods, Writing (Composition), *Writing Instruction, Writing Skills
Identifiers—*Writing Laboratories
At the University of Florida, writing laboratory classes follow a structured, independent curriculum designed to help students write effective paragraphs and edit their own writing. The four periods in the biweekly block of instruction are devoted to instruction in writing techniques and sentence skills, revision, mastery tests, and individual writing conferences discussing independent work on sentence skills. Besides work on common sentence errors, usage, dialect problems, punctuation, and spelling, students work with instructors on a series of structured modules that isolate skills such as writing controlling ideas, using transitions, and providing concrete support. Each module emphasizes the following seven prewriting and revision skills: (1) locating the information, (2) writing strong controlling ideas, (3) supporting ideas with specifics, (4) organizing the information, (5) writing a first draft, (6) revising for content and organization, and (7) revising for sentence correctness and clarity. A comparison of the pre- and posttest grammar exercises and writing samples of 78 students has indicated the benefits of this teaching strategy in improving students' basic writing skills. (RL)

0305 ED 193 662
Collins, James L. Moran, Charles
The Writing Laboratory: A Report from the Field.
Pub Date—[80]
Note—15p.
Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—English Curriculum, *Individualized Instruction, Program Descriptions, Secondary Education, *Teaching Methods, *Writing Instruction
Identifiers—*Teacher Student Conferences, *Writing Laboratories
At Springfield Technical High School (Massachusetts) tenth grade students are required to spend three six-week periods in writing laboratory classes. As the students write, the teacher moves from student to student for short conferences, checking with each student twice during each class period. Students proceed in a three-step process and are required to check with the teacher at regular intervals. The first step is to choose a subject and make a list of topics on that subject, the second step is to organize the list, and the third step is to produce a first draft of a paper from the list. Student papers are kept in a folder and a sequence of writing assignments is followed by all students. The laboratory teacher also has procedures to follow. The teacher cannot spend more than a minute with a particular writer, but must read the writer's work rapidly, say something, and move on–somewhat like a shop or art teacher. Teachers follow a response pattern in which they (1) look at content to be sure it is concrete and specific, (2) check form and organization, (3) work with the writing of sentences, and (4) pay attention to individual words such as spelling and diction. Student response to the program has been exceptionally positive. (MKM)

0306 ED 193 656
Diamond, Irene M., Ed. And Others
A Guide to Providing Individualized Writing Experiences–Writing Labs and Writing Centers.
Wisconsin Univ., Madison.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—80
Note—104p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Elementary Secondary Education, *Individual Instruction, *Learning Resources Centers, Middle Schools, *Resource Materials, Teaching Guides, *Teaching Methods, Writing Exercises, *Writing Instruction
Identifiers—Wisconsin Writing Project, *Writing Laboratories
This guide is designed to provide a model for giving the individual student writer extended opportunities for writing and writing instruction through a learning-centered writing lab. The first section defines the learning center or writing lab concept and subsequent sections discuss the rationale, organization, and suggested activities for writing centers for kindergarten through grade two, grades three through five, middle school, and high school. Resource materials, model outlines, and sample handouts and writing exercises are provided for the various grade levels. (AEA)

0307 ED 192 324
Herman, Jerry
The Tutor and the Writing Student: A Case Study. Curriculum Publication No. 6.
California Univ., Berkeley. School of Education.
Spons Agency—Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—79
Note—25p.
Available from—Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 ($3.00 postage and handling)
Pub Type— Reports - Descriptive (141) — Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Basic Skills, *Case Studies, College Students, Higher Education, Remedial Instruction, Skill Centers, Teaching Methods, *Tutoring, *Writing (Composition), *Writing Instruction, *Writing Processes, Writing Skills
Identifiers—*Bay Area Writing Project, *Revision (Written Composition), Writing Laboratories
This booklet is one of a series of teacher-written curriculum publications launched by the Bay Area Writing Project, each focusing on a different aspect of the teaching of composition. The first part of the booklet describes a college writing center and the tutorial teaching that takes place in the center. The second part reports a case study of a student who worked through six drafts of a piece of writing. Appended is a transcript of the tutorial session on the fifth draft. (AEA)

0308 ED 192 322
Ylvisaker, Miriam
An Experiment in Encouraging Fluency. Curriculum Publication No. 8.
California Univ., Berkeley. School of Education.
Spons Agency—Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—79
Note—30p.
Available from—Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 ($3.00 postage and handling)
Pub Type— Guides - Classroom - Teacher (052) — Collected Works - Serials (022) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Feedback, Secondary Education, Student Writing Models, *Teaching Methods, *Workshops, *Writing (Composition), *Writing Instruction
Identifiers—*Bay Area Writing Project
This booklet is one of a series of teacher-written curriculum publications launched by the Bay Area Writing Project, each focusing on a different aspect of the teaching of composition. Introductory sections discuss writing fluency and the goals and procedures of a high school writing workshop for noncollege preparatory students. The work of three representative students is presented in a case study account of the positive effects of the workshop approach on student writing interests and abilities, emphasizing the presentation of written work to peers for evaluation and feedback. An appendix contains samples of writing workshop materials and examples of student writing at the beginning and the end of the course. (RL)

0309 ED 191 082
King, Barbara
Establishing a Writing Center on the Secondary Level.
Pub Date—Aug 80
Note—13p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (13th, Halifax, Canada, August 18-22, 1980).
Pub Type— Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Facilities, Guidelines, *Individualized Instruction, *Program Development, Program Implementation, *Resource Centers, Secondary Education, *Tutoring, Writing (Composition), *Writing Instruction
Identifiers—*Writing Laboratories
The critical components to be considered when establishing a writing center at the secondary level are facilities, staff, and operation. The term writing center is used because writing center is a more inclusive concept than writing lab, dealing not only with remedial work but also with polishing acquired skills and assisting students with particularly challenging assignments. The writing center should be as near to the "mainstream" of the school as possible to attract both students and faculty. An area of the library or media center is an excellent location. The important idea is to make the chosen location unique to writing activities. Besides the use of library tables or carrels (to make the writing center look different from regular classrooms), the only necessary materials are reference books (dictionaries, thesauri, usage guides) and student papers. There are several ways of staffing the writing center, including the use of faculty members across the curriculum, English teachers only, and a combination of faculty and trained peer tutors. The key to the success of a writing center is the individualized attention students receive; so, depending on how much space is available, students should meet individually or in small groups of less than six students. (Examples of limited-service and full-service writing centers are discussed.) (RL)

0310 ED 188 210

Almasy, Rudolph Paul

The Nature of Writing Laboratory Instruction for the Developing Writer.

Pub Date—Mar 80

Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Feedback, Higher Education, *Individual Instruction, Interaction, *Learning Laboratories, Remedial Instruction, *Skill Development, *Student Teacher Relationship, Teacher Role, Tutoring, *Writing (Composition), *Writing Instruction, *Writing Processes, Writing Skills

Identifiers—Audience Awareness, Invention (Rhetorical), Revision (Written Composition)

Four assumptions about factors leading to writing improvement may be related to instruction in supplemental writing laboratories (or "writing labs") that use tutorial conferencing to serve students needing help with classroom assignments or specific skills. The assumptions and their relation to writing lab instruction are as follows: (1) Writers must have dialogue with readers and must practice at becoming their own readers. The lab instructor serves as the audience and is seen as a helpful, nonthreatening reader rather than as a grader. The instructor responds immediately and directly to students' writing, and the instructor/student dialogue externalizes the heuristic that must go on in a writer's mind. (2) A writer must actively engage the content of the message and must understand and participate in the processes of invention. In the writing lab, students can be encouraged to ask real questions of the subject matter and to discover through prewriting what they know about a topic. (3) A writer must write when he or she is ready to write. In the lab, the instructor can choose the appropriate moment to encourage students to transfer to paper what has just been discovered in dialogue. (4) A writer must have dialogue with the written product. In the immediacy of the lab situation, students can be drawn constantly to what they have written and helped to develop an "editing sensibility." They can be helped with error remediation before the written product is graded. (GT)

0311 ED 188 203

Gratun, Mary C. Robbins, Susan P.

The Writing Center after One Year: Some Myths and Recommendations.

Pub Date—Oct 79

Note—11p.; Paper presented at the Annual Meeting of the Virginia Association of Teachers of English (10th, Richmond, VA, October 12-14, 1979).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Diagnosis, *Evaluation Criteria, Higher Education, Models, *Skill Centers, *Teacher Workshops, *Writing (Composition), Writing Instruction

Identifiers—*Writing across the Curriculum, *Writing Laboratories

The year-long development of a community college writing center designed to serve as both site and catalyst for improving students' content area writing is described in terms of the problems encountered during the year and the solutions to those problems. Seven problems are specifically dealt with: (1) the ineffectiveness of the singular use of grammar drills, (2) the variety among teachers in their grading of written assignments, (3) the feeling of inadequacy many teachers had with regard to closely scrutinizing student writing, (4) the limited use of assigned writing, (5) the lack of models provided for different types of required writing, (6) the broad range of student abilities, and (7) the problem of evaluation. The approaches taken to meet the problems are described and include techniques such as having students complete specific grammar exercises that apply to errors found in their own papers, sponsoring faculty workshops that provide forums for discussing the particular problems students and faculty face in writing for their particular field of study, preparing a writing skills chart to diagnose students' writing difficulties in content areas, constructing models for content area writing, and polling multiple sources to evaluate students' writing progress. (AEA)

0312 ED 188 195

Chappell, Virginia A.

Hands Off: Fostering Self-Reliance in the Writing Lab.

Pub Date—Mar 80

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Diagnosis, Higher Education, Individual Development, Individualized Instruction, Self Actualization, Student Teacher Relationship, *Teacher Role, Teaching Methods, *Writing (Composition), *Writing Instruction

Identifiers—*Revision (Written Composition), *Writing Laboratories

Writing labs should have substantive rather than merely cosmetic effects on student writing. Through a 30-minute writing conference, students can improve the assignment at hand and obtain insight into their own development as writers. The writing instructor has three tasks during a conference: (1) to establish focus, (2) to make a diagnosis, and (3) to teach the lesson itself. Establishing focus involves specifying a student's expectation for the conference and immediate need for the assignment by using a form designed to elicit such information. Making a diagnosis differs in conferences that involve drafts and those that do not. When there is no draft and the student is having trouble getting started, diagnosis and teaching begin together through a heuristic dialogue. When there is a draft, diagnosis must determine what the student knows and does not know about the writing process. Teaching involves recommending strategies, such as organizational, syntactical, and proofreading strategies, for the student to use in later writing. The teacher leads the student to a fuller development of ideas at hand or to correction of problem areas, making sure that the student is aware of successfully handling part of the writing process. (AEA)

0313 ED 186 892

Freedman, Aviva

A Theoretic Context for the Writing Lab.

Pub Date—Mar 80

Note—22p.; Paper presented at the Annual Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, *Individual Instruction, Rhetoric, Secondary Education, Teaching Methods, Tutoring, *Writing (Composition), *Writing Instruction, *Writing Processes

Identifiers—Teacher Student Conferences

A brief overview of the history of teaching writing reveals a shift from an emphasis on the composed product to the composing process and provides writing teachers who work one-to-one with students with a theoretical seven-stage model of the composing process: starting-point, exploration, incubation, illumination, composing, reformulation, and editing. The sequence of stages is recursive rather than linear, and instructional intervention should be located at four critical points. At the starting-point stage, teachers should involve students in individualized discussion that directs the student through a process of inquiry and clarifies the nature of the assignment. At the exploration or preparatory stage, students should be taught how to amass, contrast, evaluate, analyze, and synthesize data, using developed heuristic strategies. They need to be left alone during the incubation and illumination stages and to be encouraged during the actual composing stage to trust their writing, unfettered by worries about grammatical or editorial details. In the reformulation stage, students need instruction on how to produce a final text in which clarity, logic, unity, organization, and stylistic variation are considered. In the final stage, editing, programed materials can be used, freeing teachers for more demanding and meaningful tasks. (AEA)

0314 ED 184 119

Griffith, Marlene

Writing for the Inexperienced Writer: Fluency Shape Correctness. Curriculum Publication No. 9.

California Univ., Berkeley. School of Education.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—79

Note—34p.

Available from—Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 ($1.50 postage and handling)

Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educationally Disadvantaged, Higher Education, Self Actualization, Student Development, Student Writing Models, Study Centers, Teaching Methods, *Tutorial Programs, *Writing (Composition), Writing Exercises, *Writing Instruction, *Writing Processes, *Writing Skills

Identifiers—*Bay Area Writing Project

This booklet is one of a series of teacher-written curriculum publications launched by the Bay Area Writing Project, each focusing on a different aspect of the teaching of composition. After a brief introduction in which the writing concepts of fluency, shape, and correctness are defined, the rest of the booklet presents the work of three beginning writers who enrolled in a college writing workshop program to improve their language skills. Actual samples of the students' writing are used to demonstrate their progress in improving their writing fluency, and the techniques used by their tutor/readers are explained. (AEA)

0315 ED 161 055

Hoffman, Marvin

Vermont Diary: Language Arts in the Open Classroom.

Pub Date—78

Note—180p.

Available from—Teachers & Writers, 84 Fifth Avenue, New York, New York 10011 ($4.00 paper)

Pub Type— Books (010)

Document Not Available from EDRS.

Descriptors—Classroom Environment, *Creative Writing, Diaries, Drama, Elementary Education, English Instruction, *Language Arts, *Open Education, Rural Schools, Student Teacher Relationship, Student Writing Models, Teaching Methods, Writing (Composition), *Writing Skills

Identifiers—Vermont

Focusing on a two-year period, this informally written book describes the efforts of several rural elementary teachers to establish a writing center based on a unified language arts curriculum. The book relates the authors' background experiences, outlines the structure of the writing program, offers typical writing experiences and classroom procedures, and describes the school setting, teachers, and students involved in the project. In addition, chapters are devoted to special writing experiments, such as having students write descriptions of persons, devise parodies, and teach writing classes. The book stresses the importance of the teacher-student relationship in producing growth in writing ability and uses numerous student writing samples to illustrate ideas throughout the text. An appendix presents more student writing samples representing autobiographies, poetry, narratives, and drama. (MAI)

0316 ED 159 666

Neuleib, Janice G.

The Writing Center: How To.

Pub Date—77

Note—19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Diagnostic Teaching, *English Instruction, Fund Raising, Higher Education, *Planning, *Remedial Instruction, *Resource Centers, Student Attitudes, Teaching Methods,

*Tutoring, *Writing Skills

The steps followed in setting up a college writing center are outlined in this paper, and comments from two graduate students who worked as full time tutors in the center are presented. The first section of the paper describes the way faculty members determined the type of center needed at their university, how they first envisioned the center, how they obtained funding for it, and how they communicate about the center to other faculty members and to students. The second section contains the graduate students' reports, which deal with such topics as early difficulties faced by the center; the tutor's role in diagnosing students' writing problems, planning individual courses of study, and instructing students; frustrations faced by the center staff; ways in which the center can help students; and specific problems of individual students who have been helped at the center, including the problem of fear of writing. (GW)

0317 ED 153 238

Brannon, Lil Harris, Jeanette

Alternatives to Automated Learning.

Pub Date—Mar 78

Note—10p.; Paper presented at the Conference of College Teachers of English of Texas (Dallas, Texas, March 2-4, 1978)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Higher Education, *Individualized Instruction, *Inservice Teacher Education, *Instructional Materials, *Learning Laboratories, *Teacher Developed Materials, Teacher Workshops, *Tutors, Writing Skills

Writing laboratories in colleges across the United States have encountered problems when offering individualized instruction: too often the students work in isolation with materials that are inadequate or inappropriate. This paper suggests, as a remedy to this situation that tutors be made available to the students whenever the writing lab is open and that the teachers/tutors themselves develop the writing lab's resource materials instead of using outside, or commerical, materials. An inservice workshop that prepares the teachers as tutors is described, emphasizing that tutors should "teach to the concept and not to the error." Six transparencies used in the workshop show teachers that developing instructional materials is a process similar to actually learning the material's underlying concepts. (RL)

0318 ED 123 633

Albert, Burton, Jr.

Tips from Tom, Ben and the Other '76-ers: Launching a Writer's Workshop.

Pub Date—76

Note—16p.; Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (8th, Atlanta, Georgia, March 5-7, 1976)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Creative Writing, Elementary Education, *Learning Activities, Learning Processes, Teaching Methods, *Workshops, *Writing (Composition), Writing Skills

The author argues that four activities basic to the writing process are ideation, immersion, incubation, and interaction. Ideation is defined as the process of thinking about what is to be written. Immersion is the process of building a file of materials or thoughts on a particular subject. Incubation is allowing the subconscious to supply ideas and thoughts about the topic which is to be written about. Interaction includes exchanging ideas and drafts with other writers in the classroom. It is argued that these four activities are central to a writer's workshop in the classroom. (TS)

0319 ED 117 717

Lague, Carol Feiser Sherwood, Phyllis A.

A Teaching Monograph: Co-Designed Laboratory Approach to Writing.

Pub Date—75

Note—195p.; Ed.D. Dissertation, University of Cincinnati

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-806, MFilm $7.50, Xerography $15.00)

Pub Type— Dissertations/Theses - Undetermined (040)

Document Not Available from EDRS.

Descriptors—Course Content, Course Descriptions, Doctoral Dissertations, English Instruction, *Laboratory Techniques, Language Skills, *Rhetoric, Teacher Education, *Teaching Methods, Two Year Colleges, *Writing (Composition), *Writing Skills, Written Language

Identifiers—*Writing Laboratories

The purpose of the monograph described in this thesis is to give teachers methods and a theoretical base for experimenting with the teaching of writing in a laboratory classroom situation at the junior college level. The course, which can be taken by two or more people independently, or with an instructor, provides the opportunity for participants to experiment with theories and methods they have learned. The course also includes ways for participants to generate and criticize standards for evaluating the writing process. The benefits of the writing laboratory include flexibility in terms of helping individual students meet specific goals in writing, separation of the act of writing from the evaluation of the finished product, and experimentation that allows for never-ending possibilities for growth. (Author/RB)

0320 ED 108 241

Tomlinson, Barbara

A Study of the Effectiveness of Individualized Writing Lab Instruction for Students in Remedial Freshman Composition.

Pub Date—Mar 75

Note—14p.; Paper presented at the Annual Meeting of the Western College Reading Association (8th, Anaheim, California, March 20-22, 1975)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, *English Instruction, Higher Education, *Individualized Instruction, *Learning Laboratories, Remedial Instruction, Teaching Methods, *Writing (Composition), Writing Instruction, Writing Skills

Identifiers—Writing Laboratories

In order to establish the effects of three different levels of writing lab use on the writing proficiency and attitudes of remedial freshman composition students, three instructional modes were used. Writing lab students spent two hours a week in small group discussions and four hours in the lab, using autotutorial materials. Classroom lecture students attended a large lecture class four hours a week. Lecture-lab students attended the lecture four hours a week and spent two additional hours in the writing lab. Assessment of writing proficiency by means of the Subject A Diagnostic Essay Test included both the larger considerations of composition, such as evidence of critical thinking and organization and development of topic, and the more mechanical aspects of composition writing. The assessment showed no significant difference in student writing proficiency among the groups. However, attitudes of the writing lab group were significantly more favorable toward the Subject A instruction. (Tables of findings and a list of references are included.) (Author/JM)

INDIVIDUALIZED INSTRUCTION

0321 ED 192 317

Lipscomb, Delores

Tutoring Writing: Examining the Process.

Pub Date—Mar 80

Note—15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Credibility, Higher Education, *Individual Instruction, Listening Skills, Secondary Education, *Student Centered Curriculum, Student Interests, *Student Teacher Relationship, *Tutoring, Tutors, Writing (Composition), *Writing Instruction

Identifiers—*Writing Laboratories

A variety of components that operate in tutoring writing are examined in this paper. Discussed are (1) the importance of the tutor's language, tone of voice, and verbal interaction with the students; (2) active listening techniques; (3) establishing an atmosphere of trust and acceptance; (4) helping students develop a framework for understanding their writing problems; and (5) establishing a flexible environment with a number of learning options such as free writing, journals, or sentence combining. (AEA)

0322 ED 190 169

Griffin, Debra F.

English Composition: A Course Design for Individualized Instruction in the Community College.

Pub Date—Aug 79

Note—64p.; Field study for the degree of Specialist in Community College Teaching, Arkansas State University

Pub Type— Dissertations/Theses - Undetermined (040) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Basic Skills, *Course Content, Course Descriptions, *Course Objectives, *Individualized Instruction, Learning Activities, *Paragraph Composition, Punctuation, Sentence Structure, Spelling, Two Year Colleges, *Writing (Composition), Writing Instruction

After a review of selected literature on individualized instruction and writing courses, learning objectives and activities are presented for a course in English composition, incorporating four sequential units which students complete at their own rate and for which only pass, fail, or incomplete grades are assigned. The first of these units introduces the student to writing as self-expression, by requiring him/her to enter thoughts or experiences in a personal journal and to share and discuss journal entries with the instructor and the class. Unit II reinforces the basic mechanics of sentence structure, punctuation, and spelling. Unit III provides exercises in developing thoughts through paragraphs, and Unit IV examines thematic essay writing. For each unit the following are provided: (1) a rationale; (2) general objectives; (3) evaluation criteria and goals; (4) learning activities for the class, for individuals, and for small groups; (5) materials for the student, including instructions, self-checks, exercises and answer keys; and (6) a unit evaluation to be completed by the student. (JP)

0323 ED 189 611

Moran, Charles

Hanging Out the Shingle: The Writing Tutor.

Pub Date—[76]

Note—15p.; Paper presented at the Annual Meeting of the Northeast Modern Language Association (Pittsburg, PA, 1977).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College English, Higher Education, Individual Instruction, Teaching Methods, *Tutorial Programs, *Tutoring, *Writing (Composition), *Writing Instruction

The usefulness of teaching advanced composition in a writing tutorial program has been demonstrated at the University of Massachusetts/Amherst with students who have passed college freshman English and who feel they still need some work in their writing. Justification for using the tutorial method is based on the premise that a teacher cannot say anything useful about writing to a large group of writers. Generalities such as "simplify," "use strong verbs," and "be concise" often do harm to students for whom such instructions do not apply. Although no formal measurement has been taken of the program's success, the following informal observations have been made: over a period of six years, 14 of the 36 sections of advanced composition have moved to the tutorial method; faculty and students' comments have been positive; and tutorial sections are always

over-full. The problems associated with a writing tutorial are that (1) the tutorial is expensive, (2) it makes bad teaching, as well as good, more effective, (3) it puts heavy demands on student writers, and (4) it does not incorporate reading, class discussion, peer evaluation, or any of the other techniques often suggested to motivate student writers. (AEA)

0324 ED 186 909

Draper, Virginia

Training Peer Tutors for College Writers: Respect, Response, Dialogue.

Pub Date—[79]

Note—13p.

Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, Course Descriptions, Higher Education, *Peer Teaching, Student Attitudes, *Training Methods, *Tutorial Programs, *Tutors, *Writing (Composition)

The development of a full-credit peer tutor training course for college freshmen is based on the assumption that respect for the writing student and respect for writing as a process are essential attitudes for peer tutors to acquire. Training begins with assigning tutors writing activities to make them more aware of themselves as writers and learners and more appreciative of the processes of composition. Readings from Peter Elbow's "Writing without Teachers" and Carl Rogers' "Freedom to Learn" and role playing as textbook reviewers serve to further the tutors' understanding of composition. With this respect and understanding, the tutor is able to make responses appropriate to individual needs of student writers, and examples of these responses are found in the research papers that tutors are required to write about their experiences tutoring students. Most notable in the tutors' research reports is reference to a changing dialogic relationship between tutor and writer. The tutor seems to be able to guide the student from a one-sided student-teacher dialogue to a more equal I-thou relationship that encourages the students' respect for themselves as writers and learners and enhances their ability to engage in academic discourse. (AEA)

0325 ED 185 581

Shackett, Phyllis

"The Tutoring Experience"–The Use of a Handbook With Writing Lab Tutors.

Pub Date—Mar 80

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Guides, Higher Education, *Laboratory Manuals, Tutoring, *Tutors, Writing (Composition), *Writing Instruction

Identifiers—*Writing Laboratories

A writing lab director's rationale for the development and use of a tutors' handbook emphasizes its function as a time-saver for all those involved in the lab and as a morale builder for the tutors. The handbook relates information about the paperwork involved in the lab and about the definition, purpose, and advantages of tutoring. Other benefits derived from use of the handbook include specifying goals for tutors and giving them a sense of security. The handbook is introduced at an initial orientation period, freeing later orientation time for reviewing resource materials and discussing negative student attitudes. The long-range effectiveness of the handbook cannot yet be gauged, but it appears to be more effective than a series of individual handout sheets and has been enthusiastically received by the tutoring staff. (AEA)

0326 ED 180 557

Ramsden, Patricia A.

Utilizing Workshops in Technical Composition.

Pub Date—Jan 80

Note—7p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Academic Failure, Community Colleges, Conventional Instruction, Course Content, *Individualized Instruction, Lecture Method, Program Descriptions, *Teaching Methods, *Technical Writing, *Two Year Colleges, Workshops, Writing Skills

Observing that the lecture/discussion instructional technique resulted in high failure rates among students taking technical composition, an instructor at Madisonville Community College (Kentucky) implemented a new course system designed to provide individualized instruction. The system called for two fifty-minute lectures per week attended by all students and several fifty-minute workshops each limited to an enrollment of seven students. Though students spent the same amount of time in class as they did in the traditional lecture course, teacher class time differed slightly depending on the number of students enrolled. During the workshops, students received individualized help with specific writing problems, wrote final drafts for writing assignments explained during the lecture, and took exams at an individualized pace. Preliminary implementation suggested that the course design was successful. Of the 31 students enrolled during the first semester, five withdrew and only two failed. (JP)

0327 ED 180 556

Ramsden, Patricia Watkins, Clyde

A Competency Based, Individualized Course Design for ENG [English] 101.

Madisonville Community Coll., Ky.

Note—25p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, Behavioral Objectives, Community Colleges, Competence, *Competency Based Education, Contracts, Course Descriptions, Course Objectives, *English Instruction, Essays, Evaluation Criteria, Grades (Scholastic), *Individualized Instruction, *Mastery Learning, Mastery Tests, Paragraphs, Sentences, *Two Year Colleges, Word Study Skills, Writing (Composition), *Writing Skills

A competency-based, individualized, English course was designed so that, at any one time, students would be working toward a grade of C, B, or A. While some students, based on a pre-course writing evaluation, might begin work at an advanced level, other students might spend the whole semester attempting to achieve the skills required for a C. Still others might achieve a grade of C at some point before the end of the semester and then choose to withdraw with that grade or to work toward a B. Once a B is achieved, the student can decide to withdraw with that grade or continue toward an A. Within each level, the student works sequentially on four skill areas: words, sentences, paragraphs, and themes. Advancement to the C, B, or A level is determined by the demonstration of competencies on an exit examination taken when the student feels adequately prepared. However, if the student should commit faults of a lower level, he or she must do "back-up" exercises before continuing to work on exit competencies. Students contract with their instructor to complete work on a schedule established within the first two weeks of the course. Students communicate with the instructor primarily through a folder, which contains a form used by the instructors to make assignments and comment on students' performance and the work students accomplish during class. (Competencies for each level are defined in this descriptive report.) (JP)

0328 ED 149 339

Proia, Kathleen E.

Individualizing Instruction in Freshman Composition.

Pub Date—77

Note—6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, *Competency Based Education, *Course Content, *Curriculum Development, *English Instruction, Higher Education, *Individualized Instruction, Instructional Materials, Student Teacher Relationship, *Writing (Composition), Writing Skills

This paper describes one college's individualized-instruction approach to its freshman composition courses and offers suggestions for the implementation of individualized instruction in other freshman composition programs. The paper stresses that the courses should be competency based and self-paced. Other considerations that are important include stressing the writing goals of the course, emphasizing the student as an individual with special needs, and organizing the program so that it operates smoothly; under these considerations, the paper discusses guidelines for classroom-materials selection, the course's planning, organization, and content, and the student/teacher relationship. (RL)

0329 ED 143 027

Canuteson, John

Conferences as Evaluative Devices in Freshman Composition.

Pub Date—77

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, *Conferences, Course Descriptions, *English Instruction, *Evaluation Methods, Higher Education, *Individual Instruction, Student Needs, *Student Teacher Relationship, *Writing Skills

Identifiers—*Teacher Student Conferences

Students in a freshman composition course at William Jewell College write compositions during each class period and discuss their papers in weekly individual conferences with the instructor. The instructor reads the papers during the conferences and then stresses the strengths of the students' writing and points out patterns in the weaknesses. Among the advantages the conference method has over the traditional teaching method are the following: comments are prompt, specific, and individualized; the method saves students' money (it does not require the purchase of a basic handbook) and the instructor's time; and conferences appear to play a part in holding down attrition. (GW)

0330 ED 134 994

Smith, Phillip C.

Individualized Instruction: An Alternate Composition Program.

Pub Date—76

Note—11p.; Paper presented at the Annual Meeting of the Midwest Modern Language Association (18th, St. Louis, Missouri, November 4-6, 1976)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Ability, English Instruction, Higher Education, *Individualized Instruction, *Individualized Programs, Program Descriptions, *Program Effectiveness, Student Attitudes, Student Characteristics, *Writing (Composition), *Writing Skills

As a result of an extensive examination of its freshman composition program, the English department at the University of Nebraska at Omaha created an individualized, self-paced program in writing. This paper describes the areas of concern identified during the assessment of the traditional writing program, discusses the principles upon which the individualized program was based, provides an evaluation of program effectiveness, and discusses the research, planning, and procedures involved in program implementation. Evaluation re-

vealed that the new program was more expensive and that, as a result of the specific requirements for proficiency in writing, more students failed. Generally, however, improvement in student attitudes toward writing and in writing ability was noted. (KS)

0331 ED 123 663

Sipple, William L.

The Basics of Composition: Dialects and Individualized Instruction.

Pub Date—76

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (27th, Philadelphia, March 25-27, 1976)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Dialects, *English Instruction, Higher Education, *Individualized Instruction, *Nonstandard Dialects, North American English, *Standard Spoken Usage, Teaching Methods, *Writing (Composition), *Writing Skills

One way of meeting the goals of the English composition course, both humanistic and pragmatic, is through a combination of individualized instruction and focus on selected aspects of linguistics. Individualized instruction, using in-class tutors and writing notebooks, allows for a variety of activities that make better use of the scheduled class hours by giving students time to write, to discuss their writing with others, and to work in groups on such things as literature research. A firm understanding of American dialects, including edited American English, is important for all students and can be achieved in a number of ways, using aspects of linguistics and applied linguistics. (JM)

0332 ED 094 402

Sieben, J. Kenneth

Individualizing the Composition Class.

Pub Date—Apr 74

Note—8p.; Paper presented at the Annual Meeting of the College English Association (Philadelphia, Pennsylvania, April 19-20, 1974)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *College Freshmen, Descriptive Writing, English Instruction, *Individualized Instruction, *Teaching Methods, *Writing (Composition), *Writing Skills

Students should be encouraged and taught how to write more effectively. This may be accomplished by involving them in two types of writing--the journal and the essay. The student is encouraged to record in his journal what he did and thought during the day, regardless of the trivialities. The journal is never evaluated by the instructor unless the student specifically requests it, but it is used later in writing the essays. The instructor works closely with the student during the initial stage to help him decide on a thesis statement that he can develop with specific examples and evidence. To avoid spending too much time in pointing out mechanical errors in the final draft, the teacher calls attention to these problems during the early writing stages. Style is more important in the final writing. The student submits the final draft along with a cassette tape to enable the instructor to record his reaction to the essay. (SW)

0333 ED 094 391

Arena, Louis Anthony

Linguistics and the Teaching of Composition: The Use of a Clause Analysis Technique and Limited Individual Instruction to Improve Composition Skills.

Pub Date—73

Note—262p.; Ph.D. Dissertation, Georgetown University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-1426, MF-$4.00, Xerography-$10.00)

Pub Type— Dissertations/Theses - Undetermined (040)

Document Not Available from EDRS.

Descriptors—College Students, Doctoral Dissertations, *English Instruction, Grammar, Higher Education, Individualized Instruction, *Linguistics, Low Achievement, *Teaching Methods, *Writing (Composition), *Writing Skills

This study describes the use of (1) a clause analysis technique reflecting a sketch of the core grammatical system of English based on a tagmemic model and (2) limited individual instruction in a small number of principles of expository writing to increase the composition skills of students who had previously been obtaining failing grades in their English courses. Chapter 1 sketches the seriousness of the problems encountered by the teacher of English composition and articulates the underlying assumption that the teaching of grammar is somehow useful for the teaching of composition. Chapter 2 describes the greater number of composition teachers who feel that grammar should be taught but who are immediately faced with the problem of which grammar to teach. Chapters 3-5 present that amount of linguistics and rhetoric which was found necessary and sufficient for solving the writing problems of students who were obtaining failing grades. Chapter 6 describes the procedure used at the writing center for teaching the core grammatical system, the clause analysis technique, and the small number of principles of expository writing. Chapter 7 details the flat of findings and the conclusions of this study and presents suggestions for further research. (Author/RB)

0334 ED 085 757

Fisher, Lester A. Murray, Donald M.

Perhaps the Professor Should Cut Class.

Pub Date—Nov 71

Note—18p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (61st, Las Vegas, Nov. 24-27, 1971) originally titled "Get Back on That Log"

EDRS Price - MF01/PC01 Plus Postage.

Descriptors— College Instruction, *Evaluation, Evaluation Methods, *Individual Instruction, Student Attitudes, *Student Teacher Relationship, *Teaching Methods, *Writing (Composition), Writing Skills

A basic college composition course without class meetings in which the instructors responded individually to each student's writing is described. The content of the course was each student's writing and the teaching method was the student writing and the teacher reacting in conference. Each student received a question-and-answer sheet, a brief style guide, and a "writer's checklist." The students were asked to write a paper once a week and confer with the instructor at least once a week. It was felt that the students in this way began to understand that the content was more important than the form and that what they said determined how they said it. It was also felt that the students gained more confidence in their writing abilities. The instructors felt the conference method compressed the time and energy usually consumed for classroom instruction; that the conference method provided good individualization of instruction and provided an invironment in which the students competed against themselves and not against others. Above all, it was felt that the conference method of teaching composition produced better student writers. (HOD)

REVISION AND PROOFREADING

SUBSTANCE, MODE, OR STYLE

0335 ED 199 738

Stone, William B.

Rewriting in Advanced Composition.

Pub Date—Mar 81

Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advanced Courses, Classroom Techniques, College English, College Freshmen, College Students, *Comparative Analysis, Higher Education, Introductory Courses, Peer Evaluation, Student Attitudes, *Writing (Composition), *Writing Instruction, *Writing Processes

Identifiers—*Advanced Composition, Freshman Composition, *Revision (Written Composition)

A college English instructor made an informal comparison of rewriting habits of students in a freshman composition course and two advanced composition courses. Notes kept on student rewriting focused on this central question: given peer and instructor response to their papers and a choice as to what and how to rewrite, what will students decide to change, and how effective will these changes be? Observing three levels of student work, the instructor drew several tentative conclusions, based on a continuum of relatively inexperienced to relatively advanced writing students. First, the more advanced the students, the more valuable rewriting may be, because inexperienced writers work more with surface errors while advanced writers are more aware of content and organization. Second, the more advanced the students, the more appropriate it is to have them rework their "better" papers. Teachers will need to sharpen their skills in suggesting significant improvements for papers already deserving an "A." Third, to encourage students to do that which they find difficult yet rewarding, the more advanced the students, the more revision of sentence structure should be emphasized. Finally, the more advanced the students, the more important peer evaluation is. Criticism of content is valued more if it comes from the instructor, while comments on style are valued more if they come from fellow students. (HTH)

0336 ED 199 728

Ramsey, Allen

Rhetorical Invention: Implications for Rewriting.

Pub Date—Mar 81

Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College English, Higher Education, Prewriting, Rhetoric, Teaching Methods, *Writing Instruction

Identifiers—Invention (Rhetorical), *Outlining, *Revision (Written Composition)

Writers who double back to alter diction and syntax change their understanding of what it is they are saying, thereby clarifying their understanding and enhancing the discovery of new ideas. Revision, when taken this way, is often a form of invention. The difficulty in teaching revision is that writing has mistakenly been regarded as a linear activity, and the unity of the essay has been taught with a vertically linear paradigm that moves from subtopic to subtopic. The outline is the symbol of the reality of the essay and may be formulated through any combination of prewriting activities. One way is through oral feedback on the student's ideas or topic. Another method of attacking the traditional outline is, first, to introduce a visual structure that invites employing the "topoi" during the planning stage and, second, to allow conferencing during the beginning stages of actual writing. Students are given a four-page handout that provides the traditional outline, a visual portrayal of the new paradigm with a section representing the interaction between teacher and student, a blank revision worksheet, and a representation of the work that is done at the instructor's desk during conferencing. In changing the paradigm of the outline, teachers can move students from a rudimentary mind set into the realm of formal logic. (HOD)

0337 ED 197 386

Walpole, Jane R.

The Vigorous Pursuit of Grace and Style.

Pub Date—Nov 80

Note—12p.; Paper presented at the Annual Meeting of the South Atlantic Modern Language Association (50th, Atlanta, GA, November 6-8, 1980).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—English Instruction, Higher Education, High Schools, Language Rhythm, Language Styles, *Literary Styles, Prose, *Teaching Methods, *Writing (Composition), *Writing Instruction, Writing Skills

Identifiers—*Stylistics

Grace and style are elements of composition rarely demanded by teachers or developed by students. Since both terms are elusive to define and because asking students to make attempts at grace and style can have unappealing results, perhaps vigor is a better element to encourage students to pursue. Vigor does not outlaw graceful flourishes and stylistic turns as long as they serve a purpose. Vigor does outlaw the distraction of frills. Vigor is grace uncluttered, style undisguised. Reading aloud for rhythm and resonance is one way teachers can attune students to vigorous prose. Another is to teach them the oral stress points in a sentence.

Teachers can also emphasize parallel constructions and how they help guide reader expectations. Experimenting with sentences by changing diction, deleting or transforming various elements, recombining "kernel" sentences, and imitating an original sentence will give students a sense of the different effects of the same sentence constructed in various ways. Finally, if style is choice among optional words and structures, students should not be constrained by blanket composition rules. Grace and style are not elements that can be taught as such, but these suggestions may help students begin to acquire them. (HTH)

0338 ED 197 350
Schwieterman, Hank
Revision in Ten Steps.
Pub Date—Nov 80
Note—17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (70th, Cincinnati, OH, November 21-26, 1980).
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Check Lists, Course Descriptions, Higher Education, Secondary Education, Teaching Methods, Writing (Composition), *Writing Instruction, *Writing Processes
Identifiers—*Revision (Written Composition)
Most people are taught writing as a product rather than as a process. Whether the process is prewriting, writing, and postwriting; or planning, writing, and revising, teachers must be concerned with helping students discover and develop the process that works best for them. Thus it is the writing teacher's responsibility to teach students how to revise. The following procedure for teaching revision may be useful. The procedure includes examining students' revision steps with the whole class, illustrating what professional writers have said about revision while emphasizing that revision is an ongoing process, discussing the role of editing in revision (they are not the same), having the class revise a draft written by the teacher and discussing the revisions, and meeting individually with students to discuss revisions of their own drafts. Other suggestions for teaching revision include not assigning a grade to a student paper until the revisions are acceptable, tape recording comments on papers for each student to listen to, having students write papers with poor writing style to teach them how not to write, and writing personal comments when grading a student paper. (HTH)

0339 ED 196 040
Hagaman, John
Encouraging Thoughtful Revision in a Kinneavy-Framed Advanced Composition Course.
Pub Date—Oct 80
Note—10p.; Paper presented at the Annual Meeting of the New York College English Association Conference (Saratoga Springs, NY, October 3-4, 1980).
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—College English, Critical Reading, *Discourse Analysis, Evaluation Criteria, *Evaluation Methods, Higher Education, *Rating Scales, Self Evaluation (Individuals), *Writing (Composition), *Writing Instruction, Writing Skills
Identifiers—*Kinneavy (James), *Revision (Written Composition)
In addition to helping students revise thoughtfully by placing them in situations where revision matters, advanced composition instructors can use the complementary method of discourse analysis scales. These scales provide advanced writers with ample data for making decisions about revisions, and for identifying relevant semantic, syntactic, and rhetorical features of an assigned discourse. Readers provide descriptive and evaluative information about paired features on continuums which the teacher designs. One advantage of the scales is that they provide a writer with specific and relatively complete information about a particular paper. Scales can be designed to describe particular features that follow from the central aim of a given piece of discourse. The resulting data are more objectively conveyed than teachers' personal responses, such as "You failed to . . .," or "You neglected to . . .." A second advantage of the scales is that they help students read more critically. (The use of discourse analysis scales is illustrated by describing their use in an advanced composition course based on James Kinneavy's theories of discourse. A list of paired features for generating scales is provided on expressive writing, such as personal narrative or autobiography.) (RL)

0340 ED 192 327
Gwyn, Cindy Swanson-Owens, Deborah
Essay Editing: Helping Students Teach Themselves.
Pub Date—[80]
Note—12p.
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Editing, *Expository Writing, Higher Education, *Peer Evaluation, *Teaching Methods, Writing Exercises, *Writing Instruction, *Writing Skills
Since good prose is usually prose that has been carefully edited, devoting a significant portion of class time to editing should improve the writing and attitudes toward writing of college students in expository writing classes. By requiring students to edit their essays in class, writing teachers force the students to break their writing into a series of steps and to realize that writing is a process. One method of working the editing process into classroom activities is to have students meet in groups of three during the week before essays are due and have them edit each other's work. Preparing students to edit essays in this manner requires both individualized and group instruction in how to work with others and how to read essays critically. This information is provided by the teacher through lectures, drills, and homework interspersed with editing activities throughout the semester. In this way, students will initially edit papers for only those techniques that have previously been covered in class. As the semester goes on, they will acquire more expertise in editing until they have learned all the essential editing skills. An alternative to interspersing instruction with editing is to spend the first part of the semester instructing and the last part editing. Both schedules have been successfully applied. (A sample editing checklist for use by students is attached.) (RL)

0341 ED 191 048
Pferrer, Suzanne
The Effect of Multiple Revision on Freshman Writing.
Pub Date—Mar 80
Note—23p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Freshmen, Expository Writing, Higher Education, *Teaching Methods, *Writing (Composition), *Writing Instruction, Writing Processes
Identifiers—*Audience Awareness, *Revision (Written Composition)
Student writers should be encouraged to transform their initial writer-centered drafts into reader-based prose with discourse that is developed, shaped, and worded to take the reader's needs into consideration. The main features of writer-centered prose are egocentrism, a form that reflects the writer's thought flow, unexpressed causal relations, undeveloped ideas, little or no evidence in support of ideas, and reliance on code words. Samples of writer-centered drafts exemplify these features. Teachers can take the following steps to help students revise their drafts into reader-based prose: (1) direct the writers' attention to their readers' needs with editing comments that question and suggest additions or with comments that reassign and point out a clear direction for revision; (2) help the writers "see" that the information needed by the reader is not on the page; (3) help writers recognize their code words (words or phrases that have specific meaning to the writer) and encourage them to explore those words, searching for their buried meaning; and (4) encourage writers to role play as their own editor reader, reading slowly, word for word, not skimming. The implications for teaching are that teachers should recognize that writer-based prose is a halfway point for many writers and should be capitalized on. In addition, teachers should arm their student writers with a knowledge of the composing process and should allow them enough time and distance between drafts. (AEA)

0342 ED 188 185
Flemming, Donald N.
Structural and Transformational Grammar: Performance and Competence.
Pub Date—Mar 80
Note—15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College English, Higher Education, *Linguistic Theory, *Structural Grammar, *Teaching Methods, *Transformational Generative Grammar, *Writing (Composition), *Writing Instruction, Written Language
Modern linguistic theory offers two main contributions to the improvement of writing: readability and appropriateness. Readability can be developed by improving the correctness of forms used and achieved by carrying out an error analysis on the student's writing to provide insights into errors and clause structure. Linguists have determined that errors may be grouped in two broad classes: mistakes, breakdowns in performance not attributable to competence deficiencies; and defects in competence, correctable by means of a learning program. Students should be helped toward the achievement of "syntactic maturity," exhibiting a wide variety of stylistic devices. Appropriateness, or good style, arises out of a careful consideration of subject, purpose, and audience. Student writing behavior is best changed when passive knowledge, or "competence," is increased and transferred to writing behavior, or "performance." (DF)

0343 ED 185 588
Elley, W. B. And Others
The Role of Grammar in a Secondary School Curriculum. Educational Research Series No. 60.
New Zealand Council for Educational Research, Wellington.
Pub Date—79
Note—119p.; Footnotes may not be legible due to small type.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 41943, $4.50 member, $5.00 nonmember)
Pub Type— Reports - Research (143) — Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Educational Research, English Curriculum, *English Instruction, Foreign Countries, *Grammar, Language Skills, Secondary Education, *Traditional Grammar, *Transformational Generative Grammar, *Writing (Composition), *Writing Skills
Identifiers—*New Zealand, *Oregon Curriculum Study Center
A project to investigate the effects on the language development of secondary school pupils of a study of transformational grammar as represented in the Oregon English Curriculum involved 250 students in a large, coeducational high school near Auckland, New Zealand. The students were divided into three matched groups who studied different English programs over a period of three years. The three programs were the whole Oregon Curriculum (identified as TG) of transformational grammar, rhetoric, and literature; the Oregon Curriculum without the grammar thread (RW) but with extra reading and creative writing; and a textbook based program that focused on traditional grammar and incorporated supplementary literature from other school resources (LLE). The aspects of language on which the growth of students was compared included essay writing, sentence structure, usage, spelling, reading comprehension, vocabulary, literature, and attitudes. The results presented in both narrative and tabular form show that the effects of

grammar study are negligible in terms of improving writing skills, and that the attitude of the RW group toward English as a subject of study was more positive than that of the other two groups. (AEA)

0344 ED 185 565

Fulkerson, Richard

Rhetorically-Oriented Revision: The Transformation of Prose.

Pub Date—Mar 80

Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type— Information Analyses (070) -- Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Editing, Educational Needs, Higher Education, Secondary Education, *Writing (Composition), *Writing Instruction, *Writing Processes

Identifiers—*Revision (Written Composition)

If revision is as important as most teachers think it is and if students do not revise their work or cannot do it well, then teachers need to find ways to get students to revise involuntarily. Teachers could begin by emphasizing that revision is done primarily for the reader's benefit. That the revision stage of writing should rely heavily on adapting to and for one's audience is not new, but most studies supporting rhetorically-oriented revision still attend only to the microlevels of discourse, dealing almost exclusively with the word and the sentence. A shift from this position, getting writing teachers and their students to treat revision as transformation, would get students to think of drafts of compositions as bases on which to build by adding, deleting, and reordering–rhetorically-oriented revision at both the micro- and macro levels. The result of this attention to revision as transformation enables students to master the necessary skills of revision, to face writing tasks without fears, and to prevent writing from being a waste of time. (RL)

0345 ED 184 143

Naugle, Helen Harrold

Revision.

Pub Date—Mar 80

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Editing, Higher Education, Secondary Education, *Self Evaluation (Individuals), *Teaching Methods, *Writing (Composition), Writing Instruction, *Writing Processes, *Writing Skills

Identifiers—*Revision (Written Composition)

Teachers should note that revision is an integral part of the writing process and that writers use revision in various ways. In some cases, revision means rewriting–beginning at the end to discover the real focus of the paper and how to organize it for the greatest effect. In other cases, revision may mean simply polishing by deleting, adding, and substituting. Teachers can help students realize the importance of revision and its many uses by having students write an opening paragraph to an essay, exchange paragraphs with classmates, and have the readers provide the writers with one sentence restatements of the perceived thesis of the paragraph. In this way, the writer learns the importance of writing as a communication project rather than a mere exercise. The habit of revision is also established by rewriting paragraphs whose intent did not get through to the reader. Teachers can also ask students to edit other students' essays. This procedure creates a sequence of two assignments that, coupled with teacher/writer and teacher/editor conferences, illustrates the value of revision within the composing process. (A checklist is attached for students to use when evaluating, editing, and revising their work.) (RL)

0346 ED 184 120

Lewis, Flossie

The Involuntary Conversion of a 727 or CRASH!: Some Ways and Means to Deflate the Inflated Style with a New Look at Orwell's "Politics and the English Language". Curriculum Publication No. 10.

California Univ., Berkeley. School of Education.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—79

Note—41p.

Available from—Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 ($1.50 postage and handling)

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication Problems, Expository Writing, *Language Usage, Metaphors, Secondary Education, *Teaching Methods, *Writing (Composition), *Writing Exercises, Writing Instruction, *Writing Skills

Identifiers—*Bay Area Writing Project

This booklet is one of a series of teacher-written curriculum publications launched by the Bay Area Writing Project, each focusing on a different aspect of the teaching of composition. Methods are illustrated for teaching students to recognize dishonest language and to write honestly themselves and include cliche/euphemism avoidance techniques, word precision exercises, and practice in recognizing jargon. (AEA)

0347 ED 184 117

Miles, Josephine

Working Out Ideas: Predication and Other Uses of Language. Curriculum Publication No. 5.

California Univ., Berkeley.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—79

Note—58p.; Project also sponsored by University of California, Berkeley.

Available from—Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 ($1.50 postage and handling)

Pub Type— Guides - Classroom - Teacher (052) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Cognitive Development, Educational Research, *Expository Writing, Higher Education, Student Improvement, Teaching Methods, *Writing (Composition), Writing Exercises, *Writing Instruction, *Writing Processes, *Writing Skills

Identifiers—*Bay Area Writing Project

This booklet is one of a series of teacher-written curriculum publications launched by the Bay Area Writing Project, each focusing on a different aspect of the teaching of composition. The introduction describes an analysis of predication that offers teachers insights into ways of helping students develop an expository thesis and study more closely and consciously the relationship between a subject and an idea about the subject. The rest of the booklet is a collection of essays written by the author over a period of 40 years on the power of students to compose their thoughts and the power of teaching to help them. The first essay describes the results of an experiment with a freshman composition class; the second essay summarizes the report of a subcommittee established in 1950 to study students' actual classroom writing abilities and means of improvement; the next two essays deal with the principle of using reason in writing, and the next two with more technical analyses of the way language works in selecting subject and style. The last essay is a general restatement of what is already known about composition and what research has yet to uncover. (AEA)

0348 ED 176 323

Smelstor, Marjorie, Ed.

A Guide to the Role of Grammar in Teaching Writing.

Wisconsin Univ., Madison. Dept. of English.; Wisconsin Univ., Madison. School of Education.; Wisconsin Univ., Madison, Univ. Extension.

Pub Date—Sep 78

Note—43p.; For related documents, see CS 205 097-100

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, Educational Research, Educational Resources, Elementary Secondary Education, *Grammar, Guides, *Learning Activities, Punctuation, Sentence Combining, *Writing (Composition), Writing Exercises

Identifiers—Wisconsin Writing Project

One of a series of guides to the teaching of writing at the elementary and secondary levels, this publication describes grammar activities that relate to writing activities. The introductory sections define major approaches to grammar, summarize the current state of research on the relation of formal grammar to composition, and suggest behavioral goals in grammar for students at elementary, middle school, and high school levels. The major portion of the publication describes grammar activities divided according to those three grade levels. Within each grade level, activities are divided according to five categories: sentence sense, mechanics, grammatical structures, diction and usage, and relationship between sentences. The publication concludes with a bibliography of relevant books and magazines, and a list of selected resources for middle school teachers. (GT)

0349 ED 176 303

Bowers, F.

The Derivation and Use of Sentence Formulae in Composition.

Pub Date—May 79

Note—11p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (12th, Ottawa, Canada, May 8-11, 1979)

Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Descriptive Writing, *Discourse Analysis, Form Classes (Languages), Higher Education, Narration, Secondary Education, *Sentences, *Sentence Structure, Speeches, Structural Analysis, *Writing (Composition)

Formulae in composition can be derived and applied through a three-part process: first, analyzing passages and deriving formulae; second, writing sentences from formulae; and third, writing a composition using only sentences derivable from the formulae. Student participation in all three parts provides better motivation and demonstrates to students that grammatical terminology and analysis have some practical point. To analyze composition, a short passage that clearly performs the function for which it was intended is selected. Each sentence of the passage is then copied on a separate file card and every finite verb structure is underlined. The kinds of sentences used are identified, with the main clauses of complex and compound sentences marked. Finally, each main clause is analyzed into its principal constituents along with accompanying structures. Once all sentences have been analyzed and sorted into similar clause structures, the optional structures which accompany the most frequent main clause in the passage are identified, and a formula is written which briefly expresses all this information. Students practice writing single sentences from the formulae until the process is clear, and then write their own compositions. From an examination of many passages of different functions, it is clear that there is a close correlation between function, sentence structure, and distribution of sentence kinds, and the formulae and proportions of use merely reflect the style of each function. (AEA)

0350 ED 174 981
Walpole, Jane R.
Strunctional Analysis of Prose.
Pub Date—Apr 79
Note—20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Connected Discourse, *Discourse Analysis, *Prose, Sentences, Syntax, Teaching Methods, Writing Skills
"Strunctional" analysis identifies, simultaneously yet separately, both the structural and functional links that tie sentence pairs together. Coherence in prose results from an appropriate combination of structural and functional relations between each sentence pair. Structural links between sentences comprise syntactic and lexical links; functional links reflect the logical relations that comments have toward structurally-linked head sentences. These relations can be either explicit or implicit. Benefits derived from using strunctional analysis in the classroom include: closer examination of paragraphs to notice specific words and structures; identification of devices an established author uses to develop ideas; and identification of errors made by student writers that keep their writing from being coherent and clear. (Examples of strunctional analysis and suggested techniques for classroom use are appended.) (AEA)

0351 ED 173 789
Meade, Richard A.
The Language Curriculum: Past, Present, and Future.
Pub Date—Mar 79
Note—13p.; Paper presented at the combined Annual Meeting of the Conference on English Education and the Secondary School English Conference (Pittsburgh, Pennsylvania, March 15-18, 1979)
Pub Type— Opinion Papers (120) — Speeches/-Meeting Papers (150) — Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, *Educational History, Educational Practices, Elementary Secondary Education, English Curriculum, *English Instruction, *Grammar, *Language Instruction, Linguistics, *Traditional Grammar
In tracing the development of language curriculum in public schools, one discovers that prior to the twentieth century grammar was the center of linguistic attention. Around the beginning of the century, psychologists and others were doing research on the supposed efficacious results of such study and were finding that such supposed results were greatly exaggerated. Nevertheless, the great majority of English teachers continued to argue that formal grammar study should remain in the curriculum. In actual practice, however, teachers began teaching only that grammar considered to be functional, although little agreement existed as to what that was. The functional movement sought to reveal the usefulness of grammar and emphasized drill work to eliminate errors. Through the 1930s it was assumed that all pupils should receive instruction in grammar. Since then, research has shown that pupils of lower ability and perhaps even of average ability may not be able to learn grammar. In spite of this, many schools continue to ignore research results and to teach formal grammar to all students. Since the 1930s, language teaching has slowly taken into account the concepts of varieties of usages, appropriateness as opposed to correctness, and dialect differences. More frequently, matters such as language change, dialects, and language play are replacing more formal studies of grammar. (TJ)

0352 ED 168 053
Weaver, Constance
Grammar for Teachers: Perspectives and Definitions.
National Council of Teachers of English, Urbana, Ill.
Pub Date—79
Note—171p.; Some small print may be marginally legible
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 18763, $5.50 member, $6.50 non-member)
Pub Type— Books (010) — Information Analyses (070)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—English Education, *English Instruction, *Grammar, Language Research, *Language Usage, Punctuation, Reading Skills, *Sentence Structure, *Structural Grammar, Teacher Education, *Transformational Generative Grammar, Writing Skills
Intended for preservice and inservice teachers at all educational levels, but especially for those in English education classes, this book examines the foundations of grammar instruction and supplies some definitions and examples of grammar usage. Part one of the book explores relevant language research, reasons for teaching grammar, the psycholinguistic nature of language processes, and ways to assess and assist students in their reading and writing of the English language. The second part of the book is essentially a grammar handbook, discussing the principles of grammar in three contexts: as product, according to the traditional and structuralist viewpoints; as process, reflecting the attitudes of transformationalists; and as a guidebook, helping writers to learn certain conventions of mechanics (in this particular case, the punctuation of clauses and their reductions). (RL)

0353 ED 158 244
Tomlinson, Barbara Straehley, Marcia
Developing and Measuring Mature Syntax.
Pub Date—Mar 78
Note—12p.; Paper presented at the Annual Meeting of the Western College Reading Association (11th, Long Beach, California, March 16-19, 1978)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*English Instruction, *Expository Writing, Higher Education, Kernel Sentences, Language Acquisition, Measurement Techniques, *Sentence Combining, Sentence Structure, *Syntax, Teaching Methods, *Writing Skills
Students' abilities in manipulation and control of syntax may be increased through a sequence of instruction involving the use of exercises termed "Non-Sentence Practice," "Nonsense-Sentences Practice," and "Syntactic Patterning Practice." The final step in the instruction sequence is to make the syntactic exercises pertinent to students' writing by having them apply these lessons to their standard expository assignments. To determine whether or not students have matured in their use of written syntax, several methods may be used: clause length, subordination indices, type of subordination and unit length, and indices of sentence-combining transformations. Methods such as incidence of usage errors and length of sentences are not as valuable. The most useful index is length of T-Unit (Minimal Terminal Unit) since it is easy to count, simple to use, objective, and demonstrates a clear progression toward maturity in syntactical control. (FL)

0354 ED 155 714
Murray, Donald M.
Teach the Motivating Force of Revision.
Pub Date—Mar 76
Note—11p.; Paper presented at the Rutgers Invitational Seminars on the Teaching of Composition, "Revision: The Process and Strategies for Intervention," March 1, 1976
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Creative Writing, Higher Education, Secondary Education, *Student Motivation, *Teaching Methods, *Writing (Composition), *Writing Skills
Identifiers—*Revision (Written Composition)
Revision–the process of seeing what you've said to discover what you have to say–is the motivating force within most established writers. Since most writers need to revise over and over, teachers should not communicate revision to students as punishment. Many students are given only one opportunity to produce a writing project, but students should be encouraged to revise. The great majority of "writing" teachers have seldom or never written a story or a poem. They are fans, not players; critics, not participants. A teacher who is writing along with the students will learn to spot the potential that lies within a student's writing. A teacher's application of critical or scholarly tools to the writing product may cripple the students' writing efforts. When a teacher is willing to become involved in writing alongside the students and to encourage revision, students will become excited about their own writing. (JF)

0355 ED 147 818
Keith, Philip M.
TCDIDC, A Revising Heuristic; or On Beyond the Toadstool.
Pub Date—Apr 77
Note—19p.; Paper preseented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Content Analysis, *Editing, English Instruction, Higher Education, *Literary Criticism, Secondary Education, *Writing (Composition), *Writing Exercises, *Writing Skills
Identifiers—*Heuristics
TCDIDC is a heuristic model for students to use when revising compositions. The model's acronym is derived from the main terms of the revising heuristic: time (the pattern of tenses and other time markers), commitment (the pattern of such predicate modes as indicative, conditional, questioning, exhortative, emphatic), directness (the pattern of active voice, passive voice, and being-verbs), identification (the pattern of noun types–concrete vs. abstract, ordinary vs. technical), description (the pattern of adjective types–concrete vs. abstract, objective vs. impressionistic), and connection (the pattern of transitions and subordination). Two student writing samples demonstrate that systematic analyses in the TCDIDC manner can make sentences, paragraphs, and papers more effective, meaningful, and enjoyable. (RL)

0356 ED 130 747
Lanier, Dorothy C.
The Textual Puzzle Technique.
Pub Date—[76]
Note—9p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, *English Instruction, Paragraphs, *Puzzles, *Sentence Structure, *Teaching Methods, *Two Year Colleges, Writing Skills
Textual puzzles may be used in freshman composition or introduction to writing courses to emphasize word order and subject-predicate agreement. These sentence puzzles demonstrate that the English language depends primarily upon word order to convey meaning, and assist students to avoid blending statement and question word order in their sentences and to identify and correct their own errors in subject-verb agreement. Puzzles may be simple or complex, and may be used with individuals or groups. Once sentence puzzles have been mastered, paragraph puzzles (arranging sentences in logical order) and composition puzzles (shifting paragraphs to their most effective position) may be utilized. Several textual puzzles based on newspaper headlines are included in this paper, as are suggestions for other sources of textual puzzle materials. (Author/JDS)

0357 ED 082 227
Love, Glen A.
The Current State of Rhetoric, Or Up the Down Staircase.
Pub Date—Nov 72
Note—15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (62nd, Minneapolis, Nov. 23-25, 1972)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Conference Reports, Educational Theories, Elementary Education, *English Instruction, *Rhetoric, Secondary Education, *Structural Analysis, Teaching Methods, *Writing (Composition), *Writing Exercises
Identifiers—*Dartmouth Seminar on the Teaching of English
Modern rhetoricians have begun to redefine basic structural units by observing and analyzing the process of formation, for example, sentences and paragraphs. Writing is beginning to be understood as a series of commitments and responses. Student exercises that objectify the vital concepts of form and organization in writing utilize rearrangement of sentences and sentence fragments, followed by discussions of the inherent strengths and weaknesses in each arrangement. Stylistic differences can be conveyed to students through the use of prose passages dealing with the same topic, but differing mainly in voice and audience. Upon understanding the effects of style, students can then revise their own writing stylistically. (LL)

0358 ED 071 077
Folta, Bernarr
Three Strategies for Revising Sentences, Grades 4-5-6.
Indiana Council of Teachers of English, Terre Haute.
Pub Date—[69]
Note—24p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 32850, $0.75 non-member, $0.65 member)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Connected Discourse, Grade 4, Grade 5, Grade 6, *Paragraph Composition, *Sentence Structure, Syntax, *Writing (Composition), Writing Exercises, *Writing Skills
Students in grades 4, 5, or 6 can learn to write more concretely, accurately, and deliberately by employing three strategies: (1) elimination of those words or phrases that garble meaning or repeat unnecessarily; (2) substitution of more specific, concrete, and generally more appropriate expressions for ones that are vague and unimaginative; and (3) addition of words, phrases, and clauses to a sentence to improve the focus on an image or an impression in writing and the texture of the sentence. To motivate the students toward "elimination," the teacher can ask them to distinguish between sets of sentences, to feed back information to the writer, and to listen to their own written expressions via tape recordings. "Substitution" can be approached through improving the focus in the subject and verb parts of sentences, listing substitution choices for given expressions, and distinguishing between good and weak comparisons. "Addition" can be accomplished in the fourth grade by reducing and combining sentences, in the fifth grade by converting simple sentences to clauses modifiers, and in the sixth grade by adding to pre- and post-modifying slots. (HS)

0359 ED 040 176
Scott, Robert Ian
Using Korzybski's Semantics to Teach English Composition.
Pub Date—69
Note—10p.
Journal Cit—Journal of English Teaching Techniques; v2 n1 p1-9 Spr 1969
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Abstract Reasoning, *Communication Skills, Descriptive Writing, Discourse Analysis, English Instruction, Paragraph Composition, *Semantics, Syntax, *Teaching Methods, *Writing (Composition), Writing Skills
Identifiers—Korzybski (Alfred)
Students who are taught to understand and apply Korzybski's uses of semantics to their writing will learn to write more concretely. As students locate words and descriptions vertically on Korzybski's scale of abstraction levels, they will become able to perceive how meanings change when descriptions become either more general or specific, to differentiate between an idea and an example of an idea, and to discern patterns of abstraction levels in paragraphs and entire books. To make their writing more specifically useful, students should be encouraged to qualify isolated words with quantitative or identifying numbers and dates and to replace "is" with an active verb. By incorporating these writing aids, students will be reminded to constantly observe, question, and experiment with meanings and to express their own ideas in modestly specific and accurate sentences. (CK)

STANDARD USAGE, GRAMMAR, SPELLING

0360 ED 197 375
Morrow, Bobbie
Written Communications: Module V–Proofreading, Composing and Editing. Instructor/Student Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
Pub Date—Jul 80
Note—64p.; For related documents see CS 206 079-082.
Available from—Instructional Materials Laboratory, 10 Industrial Education Building, University of Missouri, Columbia, MO 65201 ($3.25 each, $16.25 a set)
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Editing, Learning Modules, *Letters (Correspondence), *Paragraph Composition, Postsecondary Education, Resource Units, Secondary Education, Teaching Guides, *Units of Study, Writing (Composition), *Writing Instruction, *Writing Skills
Identifiers—*Proofreading
As one of five modules focusing on writing skills, this module on proofreading, composing, and editing is intended for use in a one-semester course on written communication or as a supplement to other courses where written communication skills are included. Designed for both teacher-directed and individualized learning situations, this module contains learning objectives, notes to the teacher, suggested activities, information sheets, and 16 assignments (eight of which are extra or optional) on the use of proofreaders' marks, proofreading methods, paragraph composition, and the composition of letters. Answers to these assignment sheets are provided, as are a pretest, two posttests, and their answers. (RL)

0361 ED 197 374
Limback, Rebecca
Written Communications: Module IV–Spelling and Vocabulary. Instructor/Student Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
Pub Date—Jul 80
Note—73p.; For related documents see CS 206 079-083.
Available from—Instructional Materials Laboratory, 10 Industrial Education Building, University of Missouri, Columbia, MO 65201 ($3.25 each, $16.25 a set)
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Learning Modules, Postsecondary Education, Resource Units, Secondary Education, *Spelling, Spelling Instruction, *Suffixes, Teaching Guides, *Units of Study, *Vocabulary Development, Writing (Composition), *Writing Instruction, *Writing Skills
As one of five modules focusing on writing skills, this module on spelling and vocabulary is intended for use in a one-semester course on written communication or as a supplement to other courses where written communication skills are included. Designed for both teacher-directed and individualized learning situations, this module contains learning objectives, notes to the teacher, suggested activities, information sheets, and assignment sheets on using references, prefixes, suffixes, contractions, spelling "demons," hyphenation, commonly confused words, word meanings, and business vocabulary. Answers to these assignment sheets are provided, as are a pretest, two posttests, and their answers. (RL)

0362 ED 197 373
Schillie, Charlene
Written Communications: Module III–Punctuation, Capitalization, and Abbreviations. Instructor/Student Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
Pub Date—Jul 80
Note—39p.; For related documents see CS 206 079-083.
Available from—Instructional Materials Laboratory, 10 Industrial Education Building, University of Missouri, Columbia, MO 65201 ($3.25 each, $16.25 a set)
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Abbreviations, *Capitalization (Alphabetic), Learning Modules, Postsecondary Education, *Punctuation, Resource Units, Secondary Education, Teaching Guides, *Units of Study, Writing (Composition), *Writing Instruction, *Writing Skills
As one of five modules focusing on writing skills, this module on punctuation, capitalization, and abbreviations is intended for use in a one-semester course on written communication or as a supplement to other courses where written communication skills are included. The materials, designed so that they may be used in either teacher-directed or individualized learning situations, include learning objectives, notes to the teacher, suggested activities, information sheets, and six assignment sheets for the study of periods, question marks, exclamation points, quotation marks, apostrophes, parentheses, semicolons, colons, commas, capitalization, and abbreviations. Answers to these assignment sheets are provided, as are a pretest, two posttests, and their answers. (RL)

0363 ED 197 372
Schillie, Charlene
Written Communications: Module II–The Sentence. Instructor/Student Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
Pub Date—Jul 80
Note—33p.; For related documents see CS 206 079-083.
Available from—Instructional Materials Laboratory, 10 Industrial Education Building, University of Missouri, Columbia, MO 65201 ($3.25 each, $16.25 a set)
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Grammar, Learning Modules, Postsecondary Education, Resource Units, Secondary Education, *Sentence Structure, Teaching Guides, *Units of Study, Writing (Composition), Writing Instruction, *Writing Skills
As one of five modules focusing on specific writing skills, this learning module on the sentence is intended for use in a one-semester course on written communication or as a supplement to other courses where written communication skills are included. The materials, designed so that they may be used in either a teacher-directed or an individualized learning situation, include learning objectives, notes to the teacher, suggested activities, information sheets, and four assignment sheets for the study of sentence parts, subject and predicate agreement, normal and inverted order, and simple, compound, and complex sentences. Answers to these assignment sheets are provided, as are a pretest, two posttests, and their answers. (RL)

0364 ED 197 371
Schillie, Charlene
Written Communications: Module I–Parts of Speech. Instructor/Student Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
Pub Date—Jul 80
Note—42p.; For related documents see CS 206 080-083.
Available from—Instructional Materials Laboratory, 10 Industrial Education Building, University of Missouri, Columbia, MO 65201 ($3.25 each, $16.25 a set)
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Form Classes (Languages), Grammar, Learning Modules, Postsecondary Education, Resource Units, Secondary Education, Teaching Guides, *Units of Study, Writing (Composition), *Writing Instruction, *Writing Skills
As one of five modules focusing on writing skills, this module on parts of speech is intended for use in a one-semester course on written communication or as a supplement to other courses where written communication skills are included. Designed for both teacher-directed and individualized learning situations, this module contains learning objectives, notes to the teacher, suggested activities, information sheets, and eight assignment sheets, one for the study of each of the parts of speech. Answers to these assignment sheets are provided, as are a pretest, two posttests, and their answers. (RL)

0365 ED 195 846
Walejko, Charles
Common Core Units in Business Education: Spelling.
California State Dept. of Education, Sacramento.; Contra Costa County Superintendent of Schools, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Note—57p.; For related documents see CE 027 585-604, ED 105 274, and ED 186 729-730.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Business Education, *Competency Based Education, Core Curriculum, Distributive Education, *Individualized Instruction, *Job Skills, Learning Activities, Office Occupations Education, Performance, Resource Units, Secondary Education, *Spelling, *Spelling Instruction, Units of Study, Writing Skills
Identifiers—California Business Education Program Guide
This secondary unit of instruction on spelling is one of sixteen Common Core Units in Business Education (CCUBE). The units were designed for implementing the sixteen common core competencies identified in the California Business Education Program Guide for Office and Distributive Education. Each competency-based unit is designed to facilitate personalized instruction and may include five types of materials: (1) a teacher's guide, which provides specific strategies for the units as well as suggestions for the use of the materials; (2) a student manual, which directs the student through the unit's activities and jobs and brings the student to the competency level for the unit; (3) working papers, which are consumable materials used in completing the jobs and activities described in the student manual; (4) pre/post tests and quizzes; and (5) suggested electronic media. A strategies manual and the California Business Education Program Guide and supplements are also available–see note. (LRA)

0366 ED 192 372
Humes, Ann And Others
Specifications for 1-6 Writing Skills Assessment Part II: Spelling. Technical Note.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No.—SWRL-TN-2-80/15
Pub Date—15 Aug 80
Note—97p.; For related documents see CS 205 894-898 and CS 205 900.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Elementary Education, Evaluation Criteria, Minimum Competencies, Minimum Competency Testing, *Skill Analysis, *Spelling, *Student Educational Objectives, *Test Construction, Test Items, *Writing Skills
This paper specifies the assessment of those spelling skills that are needed for effective writing by students in grades one through six. An introductory section provides background materials, including explanations of how the skill specifications were selected and how they are presented in this report. In the sections that follow the introduction, spelling skills are discussed, a table listing the spelling skills is presented, and the specifications are described for each skill. Each skill is described in detail, followed by the presentation of sample assessment items and descriptions of how these items are constructed. (Four related documents provide assessment specifications for other writing skills, including mechanics, language, general discourse, and specific discourse products.) (RL)

0367 ED 192 371
Humes, Ann And Others
Specifications for 1-6 Writing Skills Assessment Part I: Mechanics. Technical Note.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No.—SWRL-TN-2-80/14
Pub Date—15 Aug 80
Note—89p.; For related documents see CS 205 894-898 and CS 205 900.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Capitalization (Alphabetic), Elementary Education, Evaluation Criteria, *Handwriting, Minimum Competencies, Minimum Competency Testing, *Punctuation, *Skill Analysis, *Student Educational Objectives, *Test Construction, Test Items, Writing Skills
This paper specifies the assessment of those mechanics skills-handwriting, capitalization, punctuation, formats–that are needed for effective writing by students in grades one through six. An introductory section provides background materials, including explanations of how the skill specifications were selected and how they are presented in the report. Each skill is described in detail, followed by the presentation of sample assessment items and descriptions of how these items are constructed. (Four related documents provide assessment specifications for other writing skills, including spelling, language, general discourse, and discourse products.) (RL)

0368 ED 188 225
Saylor, Paul
Techniques for Improving Spelling Performance.
Pub Date—Mar 80
Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—English Instruction, Higher Education, *Spelling Instruction, *Teaching Methods, *Writing Skills
Improving spelling performance of college students is a question of insuring that the correct information is in long-term memory and readily retrievable. Any system of spelling instruction should recognize the capacity limits of the sensory register and short-term memory; provide for identification of and concentration on the distinctive features of words to be learned, and specifically on areas of special interest to the speller; provide for adequate rehearsal; emphasize imagery, concreteness, and meaning; include an instructional set to "image"; and provide for adequate cues for efficient retrieval. This can be accomplished through the use of workbooks combined with slides and tapes to form a training and rehearsal system or a simpler program called "The Word Bank System" which uses a series of short dictations designed to help students identify words they misspell and the error areas within those words. A management system insures that the students go through the number of iterations required to produce mastery, and tapes permit integration of self-instructional spelling texts into the system. The instructional design should include a workable management system which will provide efficient operational control and measurement of criterion performance. (HOD)

0369 ED 172 224
Rodman, Lilita
Strategies for Removing Ambiguity in Technical Writing.
Pub Date—Apr 79
Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type— Guides - Classroom - Teacher (052) — Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ambiguity, Communication Skills, *Editing, *Grammar, Higher Education, *Sentence Structure, Syntax, *Technical Writing, *Writing Skills
Maintaining that two kinds of ambiguity–ambiguous prepositional phrases and ambiguous modification of conjoined elements–account for a large number of ambiguous sentences in technical writing, this paper presents an algebraic analysis of each kind of ambiguity. It then suggests a number of ways in which each ambiguity may be unclear. By using this kind of analysis, the paper offers ways for a writer to clarify ambiguities and offers rules for the use of the technical writer who discovers such ambiguities while proofreading. (TJ)

0370 ED 155 730
Weaver, Constance
Grammar and What to Do With It.
Pub Date—Mar 78
Note—19p.; Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (10th, Indianapolis, Indiana, March 10-12, 1978)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Language, Elementary Education, *Grammar, Language Arts, *Language Skills, Miscue Analysis, *Sentence Combining, Sentence Structure, *Writing Exercises, *Writing Skills
The word "grammar" can be defined in at least four different ways: "intuitive grammar," our intuitive sense of sentence structure; "effective grammar," a command of the syntactic resources of the language; "'good' grammar," the use of socially prestigious grammar; and "formal grammar," the systematic study of the structure of the language. Formal grammar is often advocated on the assumption that it will lead to the use of "good" grammar and perhaps improve students' ability to write. However, the results of research do not generally support either of these assumptions. Of the four "types" of grammar, it is intuitive grammar and effective grammar that are most basic to the language arts curriculum. Recognition and appreciation of children's intuitive understanding of sentence structure and their ability to apply this understanding as they read can be gained through the use of miscue analysis and cloze procedures. A variety of sentence-combining activities can be used to help children become even more proficient in comprehending and using the syntactic resources of their language and ultimately become more effective writers. (Author/DS)

0371 ED 137 810
Glorfeld, Louis E. And Others
A Concise Guide for Writers. Fourth Edition.
Pub Date—77
Note—204p.
Available from—Holt, Rinehart & Winston, 383 Madison Ave., New York, New York 10017 ($4.95 paper)
Pub Type— Books (010)
Document Not Available from EDRS.
Descriptors—Expository Writing, Guides, Paragraph Composition, Punctuation, Writing Exercises, *Writing Skills
This new edition, intended to help the student achieve a simple and clear writing style, contains new material–chapters on the research paper and on

the resume and application letter, an appendix on parts of speech, and a number of revision-practice sentences. The three sections of the book deal with preparations for writing, explanations and examples of 45 common writing faults, and mastering the broad problems of sentence flow, thought development, outlines, research papers, essay examinations, and job applications. An alphabetical list of correction symbols and a list of commonly misspelled words are included. (JM)

0372 ED 136 283

Stoddard, Ted D.

Challenging the Great Punctuation Copout.

Pub Date—Dec 76

Note—47p.; Paper presented at the Annual Meeting of the American Business Communication Association (41st, San Diego, December 1976)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Business Communication, Business English, *Competency Based Education, *Course Content, Evaluation Methods, Higher Education, *Punctuation, *Writing Skills

Presented are the philosophy, suggestions, and materials that grew out of the development of a competency-based course on business writing; special emphasis is given to punctuation. Steps to consider for a successful course in business writing include diagnosis of students' initial levels of proficiency in punctuation, on a rule-by-rule basis; the prescription of learning activities that are related to rules; informal evaluation by the students themselves of performance on learning activities; the prescription of additional learning activities; formal diagnosis of proficiency; repetition of necessary steps; and continual reinforcement of rules throughout the course. Appended are the initial examination, answer sheet, scoring key, sheet used for student feedback in relation to students' performance on each of the 14 critical rules of punctuation, and a special handout given to students at the time they receive the feedback. (HOD)

0373 ED 105 455

Popovich, Helen

Taped Resources: The Minds of Our Students.

Pub Date—Mar 75

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (26th, St. Louis, Missouri, March 13-15, 1975)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Creative Writing, Educational Media, Higher Education, *Magnetic Tape Cassettes, *Teaching Methods, *Writing (Composition), *Writing Skills

This paper discusses an approach to teaching composition using a student-recorded cassette tape. A general outline is given for using the cassette tape in the classroom to help students improve their reading, punctuation, written dialogue, and sentence patterns. Cassette tapes can also help students to avoid stilted and awkward repetition and to revise and rewrite their compositions. (TS)

0374 ED 070 914

Spelling Endings Added to e: Level III, Unit 5, Lesson 1; Capitalization: Lesson 2; Question Marks and Exclamation Points: Lesson 3; Quotation Marks: Lesson 4; Spelling Double Letter Demons: Lesson 5; Colons and Dashes: Lesson 6; Punctuating Series with Commas and Semicolons: Lesson 7; More Confusing Word Pairs: Lesson 8; Separating Sentence Parts with Punctuation: Lesson 9; Other Uses for Commas and Semicolons.

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-109; PM-431-110; PM-431-111; PM-431-112; PM-431-113; PM-431-114; PM-431-115; PM-431-116; PM-431-117; PM-431-118; PM-431-119

Pub Date—Nov 69

Note—218p.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Academic Education, Achievement Tests, *Autoinstructional Aids, Capitalization (Alphabetic), *Course Content, Credit Courses, *General Education, *Independent Study, Punctuation, Secondary Education, Semantics, Spelling Instruction

This self-study program for the high-school level contains lessons in the following subjects: Spelling Endings Added to e; Capitalization; Question Marks and Exclamation Points; Quotation Marks; Spelling Double Letter Demons; Colons and Dashes; Punctuating Series with Commas and Semicolons; More Confusing Word Pairs; Separating Sentence Parts with Punctuation; Other Uses for Commas and Semicolons; and More Special Spelling Problems. Each lesson concludes with a Mastery Test to be completed by the student. (DB)

0375 ED 070 913

Difficult Words to Spell: Level III, Unit 4, Lesson 1; Sentences and Their Parts: Lesson 2; Adjectives and Adverbs: Lesson 3; Comparative Forms: Lesson 4; Spelling ie and ei Words: Lesson 5; Using Negatives Correctly: Lesson 6; Using Prepositions and Prepositional Phrases: Lesson 7; Spelling - ance and ence Words: Lesson 8; Subject and Object Pronouns: Lesson 9; Possessive and Reflexive Pronouns: Lesson 10; Possessive and Plural Nouns.

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-94; PM-431-95; PM-431-96; PM-431-97; PM-431-98; PM-431-99; PM-431-100; PM-431-101; PM-431-102; PM-431-103; PM-431-104; PM-431-105; PM-431-106; PM-431-107; PM-431-108

Pub Date—Nov 69

Note—353p.

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*Academic Education, Achievement Tests, *Autoinstructional Aids, *Course Content, Credit Courses, Form Classes (Languages), *General Education, Grammar, *Independent Study, Secondary Education, Spelling Instruction

This self-study program for the high-school level contains lessons in the following subjects: Difficult Words to Spell; Sentences and Their Parts; Adjectives and Adverbs; Comparative Forms; Spelling ie and ei Words; Using Negatives Correctly; Using Prepositions and Prepositional Phrases; Spelling - ance and ence Words; Subject and Object Pronouns; Possessive and Reflexive Pronouns; Possessive and Plural Nouns; Spelling Confusing Word Pairs; Subject and Verb Agreement; Past Verb Forms; and Spelling More Difficult Words. Each lesson concludes with a Mastery Test to be completed by the student. (DB)

0376 ED 066 743

Language Arts: Mechanics and Usage K-12.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—California Univ., Los Angeles. Center for the Study of Evaluation.

Pub Date—72

Note—104p.; Revised Edition

Available from—Instructional Objectives Exchange, P. O. Box 24095, Los Angeles, Calif. 90024 ($8.00)

Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, Criterion Referenced Tests, Curriculum Guides, Diction, Educational Objectives, Elementary Schools, *English Curriculum, *Grammar, Kindergarten, *Language Arts, Language Instruction, *Language Usage, Punctuation, Secondary Schools, Sentence Structure, Skill Development

This revised collection is presented in a new format. Each objective consists of stating the general objective, giving directions, sample items, and answers. Objectives covering a wide range of writing problems are included emphasizing the improvement of clarity in expression. The text is divided into two categories: Mechanics and Usage. There are 42 objectives in the Mechanics category. Subcategories include capitalization and punctuation such as: terminal punctuation, abbreviations, simple and complex sentences, colons, and practice in integrating capitalization and punctuation. Usage includes sentence sense, diction, agreement, and exactness. Sentence precision stresses reduction of wordiness, effectiveness, and accuracy. The material is presented according to skill areas as opposed to grade levels. (GR)

0377 ED 059 644

Di Pietro, Robert J.

Creativity, Grammar and the Language Teacher.

Pennsylvania State Modern Language Association.

Pub Date—71

Note—5p.; Speech presented at the Pennsylvania State Modern Foreign Language Association Conference, May 8, 1971, Shippensburg, Pennsylvania

Journal Cit—Bulletin of the Pennsylvania State Modern Language Association; v50 n1 p21-25 F 1971

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Generative Grammar, *Grammar, Instructional Program Divisions, Language Instruction, Language Learning Levels, Language Teachers, *Learning Theories, Linguistic Theory, *Modern Languages, *Second Language Learning, *Teaching Methods, Transformational Generative Grammar

Aspects of language instruction which "derive from the nature of language itself" are discussed in this study. The notion that language teachers should teach grammar exclusively is disputed. This position is based on the following generalizations presented in an analysis of the nature of grammar and language: (1) language comprises more than what is usually considered to be its grammar; (2) grammar is what is systematic, ordered, and formal in language viewed as artifact; (3) language is not only an artifact but a tool of man's linguistic creativity as well; (4) grammatical rules are like filters which protect the speaker from being overwhelmed with thoughts and sensations and which enable him to be selective in what he wishes to discuss; (5) the form of every sentence a speaker utters is affected by the determination of what is old and new information; and (6) although language is extremely important in holding societies together, its prime function is that of personal expression. (Author/RL)

0378 ED 040 209

Held, Jeanette R.

An Experiment in Teaching Punctuation in the Ninth Grade by Means of Intonation Cues.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Pub Date—Jul 68

Note—85p.; M.A. Thesis, George Peabody College for Teachers

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—English Instruction, Grade 9, *Intonation, *Language Patterns, Oral English, Programed Instruction, Programed Instructional Materials, *Punctuation, *Sentence Structure, *Teaching Methods, Textbooks, Writing Skills

In answer to the need for more effective punctuation instruction, a project, based on the theory that an essential relationship exists between intonation and punctuation, was designed for and executed with two 9th-grade student groups–one experimental, the other control. The experimental group received punctuation instruction through the use of taped lessons and corresponding programed exercises, while the control group received no instruction in punctuation. Three types of tests, two objective tests and a written paragraph, were prepared, and all three were administered as pre-tests, post-tests, and retention tests. Although the results showed no significant improvement in the use of end marks, the experimental group demonstrated significant improvement in comma use to set off non-identifying modifiers and within a series. Both groups of students performed the same on the two types of objectives tests, indicating that test design did not influence the results. (Data analysis and tables of findings are included, as well as appendices containing a student booklet, supplementary exercises, tests, raw scores, and samples of student writing.) (JM)

0379 ED 025 514

Personke, Carl Knight, Lester

Proofreading and Spelling: A Report and a Program.

Pub Date—Nov 67

Note—8p.

Journal Cit—Elementary English; v44 n7 p768-74 Nov 1967

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Dictionaries, *Elementary Education, *English Instruction, Grade 6, Orthographic Symbols, Spelling, *Spelling Instruction, Student Motivation, Teaching Methods, Word Lists, Word Study Skills, Writing (Composition), *Writing Skills

To determine the effect of proofreading on spelling, a study was conducted with middle- and upper-middle-class students in four sixth-grade classes in two schools in Austin, Texas. Two classes were used as control groups, and two as experimental groups. Teachers of both groups participated in the planning sessions to prepare 14 lessons with materials. Instruction in the use of the dictionary and opportunities for written work were equal in both groups; but instruction in the experimental group emphasized proofreading techniques and involved the use of common-sounds spelling charts and a modification of Dolch's "check-guess" technique. After completing the 14-lesson program, students in both groups wrote stories from which the percent of spelling error was computed for each child's paper. For the experimental group, the time allocated for writing the story included the opportunity to proofread before the assignment was collected. Results indicated that boys who were taught the techniques of check-guessing and proofreading in spelling made significantly fewer errors than those who did not receive such instruction (evidence regarding girls was not conclusive), and that instruction in the use of the dictionary must be specifically directed toward the correction of spelling errors in order to be effective. (SW)

0380 ED 023 657

Harsh, Wayne

Grammar Instruction Today: A Combination Instead of a Choice. Davis Publications in English, Number One.

Pub Date—65

Note—19p.

Available from—Associated Student Store, University of California, Davis, California 95616 ($0.50).

Document Not Available from EDRS.

Descriptors—Applied Linguistics, *Descriptive Linguistics, *English Instruction, Form Classes (Languages), Function Words, Generative Grammar, *Grammar, Kernel Sentences, Language, Language Patterns, Linguistics, Oral English, Sentence Structure, Teaching Methods, *Traditional Grammar, *Transformational Generative Grammar, Written Language

The approaches of traditional grammar, descriptive linguistics, and generative grammar are largely complementary rather than exclusive. Traditional grammar defines eight parts of speech according to meaning or function and concerns itself almost wholely with the written language. Descriptive linguistics postulates that English has a set of unique grammatical patterns and that meaning is conveyed through word form, word order, function words, and intonation patterns; distinguishes between spoken and written language; and recognizes various levels of English usage. Generative grammar attempts to describe all possible English sentences and to give an explanation of how sentences are formed or "generated" by applying both phrase structure and transformational rules. Because certain sentences defy one or more of these approaches, grammar as taught in the schools should be a combination which includes the valid and useful parts of each approach. (JS)

0381 ED 022 770

Church, Frank C.

Stress-Terminal Patterns: Intonation Clues to Punctuation.

Pub Date—Mar 67

Note—10p.

Journal Cit—English Journal; v56 n3 p426-34 Mar 67

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, *English Instruction, *Intonation, Language Patterns, *Phonology, *Punctuation, Sentence Structure, Teaching Methods, Writing Skills

Phonological rules based on "stress-terminal pattern" (the principle that a phonological phrase has one primary stress and one terminal juncture requiring a mark of punctuation) can be used to improve punctuation in composition. These rules require that the writer be able to speak sentences at a normal pace with intonation appropriate to the meaning. Thus, simple sentences normally have only one stress-terminal pattern and one mark of punctuation, and compound and complex sentences have two. However, in certain sentences (e.g., those with compound verbs) two primary stresses will occur without a terminal juncture falling between them and, thus, will require no punctuation. Three stress-terminal patterns occur, for instance, in sentences with restrictive or nonrestrictive constructions for which intonation gives the best clue to punctuation. The intonation clue can also be used for items in a series between which "fade rise terminals," rather than "level terminals," occur. Recognition of these phonological rules, together with semantic and grammatical reasons for punctuation, should allow the student to "punctuate with considerable flexibility." (JS)

0382 ED 021 850

Scannell, Dale P. Haugh, Oscar M.

Teaching Composition Skills with Weekly Multiple Choice Tests in Lieu of Theme Writing. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-8134

Pub Date—Jun 68

Grant—OEG-1-7-068134-3490

Note—90p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*English Instruction, Grade 10, Grammar, Language Usage, *Multiple Choice Tests, Objective Tests, Paragraph Composition, Punctuation, Rhetoric, Secondary Education, Sentence Structure, *Teaching Methods, *Writing (Composition), Writing Exercises, *Writing Skills

The purpose of the study was to compare the effectiveness with which composition skills could be taught by the traditional theme-assignment approach and by an experimental method using weekly multiple-choice composition tests in lieu of theme writing. The weekly tests were based on original but typical first-draft compositions and covered problems of grammar, punctuation, usage, and organization. Students marked their answers on self-scoring answer sheets. An attempt was made to guide students in an orderly fashion in rewriting the theme, and the test items emphasized composition techniques that students can avoid in their free writing. The subjects were 306 grade 10 students in 14 different classes in two metropolitan school districts. Pretest scores indicated that the sample was relatively typical of grade 10 students. Criteria included scores on a standardized test and marks on a theme. Analysis of variance yielded non-significant F's for all tests of main and interaction effects. The findings are consistent with most prior research which indicates the difficulty of improving student writing skills at the high school level. However, the new method maintained student skills as well as theme writing did and required less teacher time. (Author)

DEVELOPMENTAL/REMEDIAL WRITING

SECONDARY

0383 ED 197 360

Kaiser, Barbara M.

Writing Power: A Communications Lab Course in Functional Writing. Resource Monograph No. 23.

Florida Univ., Gainesville. P. K. Yonge Lab. School.

Pub Date—79

Note—62p.

Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Course Content, Course Descriptions, Curriculum Development, Junior High Schools, *Learning Activities, *Middle Schools, Resource Materials, Teaching Guides, Teaching Methods, *Units of Study, *Writing Instruction, Writing Skills

An 18-week course of study whose objective is to enable middle school students to become capable, functional writers is discussed in this monograph. The first section is a treatment of course objectives and overall design, containing semester, course, and instructional unit outlines. The second section of the monograph discusses instructional procedures, offering a method of introduction and orientation on the first day, the specifics of unit one of the course, and a teacher's guide to unit three to serve as an example of how to teach the 13 units of study. Appendixes contain sample worksheets and student activities, a script for a slide tape presentation during the introductory lesson, an informal inventory of functional writing skills, a student survey form, and additional materials helpful for unit presentations. (RL)

0384 ED 196 024

Miller, Cynthia A. Rinderer, Regina

Speaking Your Writing: A Rehearsal Technique for the Basic Writing Student.

Pub Date—Oct 80

Note—16p.; Paper presented at the Annual Meeting of the Illinois Association of Teachers of English (11th, Oak Brook, IL, October 16-18, 1980).

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Prewriting, Speech Communication, *Teaching Methods, *Writing (Composition), *Writing Instruction, *Writing Processes

Identifiers—*Rehearsal Strategies, *Talk Write Method

Many basic writers who possess minimal composition skills are able to articulate their thoughts but are unable to express these thoughts on paper. The talk-write method of writing rehearsal is an approach that allows these students to experience prewriting and composition processes in an enjoyable way. In the talk-write technique, the student first discusses all thoughts on a topic and these are tape recorded. In the second phase, the student listens to the recording for possible theses. In the third phase, the student talks through various ideas with a definite focus, then writes them down with supporting points. The student presents this outline to others for feedback on organization and content in the optional fourth phase. The fifth phase is the writing of the rough draft. Finally, revision of the draft can be done orally for further feedback and editing. This talk-write technique can be adapted to different classroom situations, such as working with partners, with the teacher, in groups, or alone. This rehearsal strategy is advantageous in that it illuminates composition as a process and the emphasis lies in the collaborative process. This technique also makes the writing process less threatening by making it a social encounter. (HTH)

0385 ED 193 658

Diamond, Irene M., Ed. And Others

A Guide to Tailoring Writing Assignments for the Mainstreamed Student.

Wisconsin Univ., Madison.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—80

Note—87p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Course Descriptions, *Educationally Disadvantaged, Elementary Education, Learning Problems, *Mainstreaming, Secondary Education, Self Concept, *Teaching Methods, Writing (Composition), *Writing Exercises, *Writing Instruction, Writing Processes

Identifiers—Wisconsin Writing Project

This booklet offers teachers of mainstreamed educationally disadvantaged and learning disabled students some practical strategies for tailoring general writing assignments to meet individual needs. The concept of mainstreaming is discussed in part one, and general strategies for composition teachers are listed in part two. Part three describes 13 specific writing assignments that feature extensive prewriting activities for the elementary/middle grades, or-

dered from easy to difficult, and a nine-week expository writing course for high school students. The last section suggests using writing to improve students' coping skills and presents three case studies to support that use. (AEA)

0386 ED 193 654
Diamond, Irene M., Ed. And Others
A Guide to Helping the Reluctant Writer.
Wisconsin Univ., Madison.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—80
Note—98p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Elementary Secondary Education, *Teaching Methods, *Writing Exercises, *Writing Instruction, *Writing Processes
Identifiers—Wisconsin Writing Project, *Writing Apprehension
Intended for the reluctant writer who finds writing difficult or is unable to put ideas on paper, this guide examines the characteristics of the reluctant writer and suggests strategies for teachers to use when dealing with these characteristics. It also reviews the writing process, categorizes the reluctant writer according to grade level, and provides appropriate writing activities for each level. Each activity contains (1) a statement of its objective, (2) a list of materials needed, (3) the procedure to be followed, and (4) additional suggestions for using the activity. (HOD)

0387 ED 191 321
Goodman, Jess A., Jr.
Teaching the Total Language with Readers Theatre.
Pub Date—78
Note—7p.; Adapted from the 1978 CATESOL workshop of the same name.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Class Activities, Classroom Techniques, *Creative Dramatics, *Dialogs (Language), Dramatic Play, Grammar, Language Skills, Learning Activities, *Readers Theater, Reading Skills, Secondary Education, *Second Language Instruction, Skill Development, Vocabulary, Writing Exercises
Reading, writing, speech assignments for special education classes, English as a second language and many other classroom projects can be taught through the involvement created by Readers Theatre. Readers Theatre is the presentation of dialogue-type material in play form. The actors hold the script as they move through it and a narrator's voice fills in the details as in a book. The technique is useful for all levels of students needing refined skills in the written, spoken, and non-verbal aspects of a second language. It makes use of the students' enthusiasm for the production and presentation of a script, while circumventing the loss of motivation caused by repetitious drills and deskwork. It encourages the student to write well-organized pieces and to learn new vocabulary and word usage in a meaningful context. Warm-up instructions and examples of illustrations for use with class discussions, storytelling, and scriptmaking are included. (Author/AMH)

0388 ED 191 089
Berardi, Lucy Krabbe
MISSION WRITE: Teaching Takeoffs–Galaxy 7 and Galaxy 8.
Pub Date—78
Note—453p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Elementary Secondary Education, Grade 7, Grade 8, Handwriting Instruction, *Learning Disabilities, *Mainstreaming, Phonics, Teaching Guides, *Vocabulary Development, *Writing Instruction, Writing Skills
Teaching guides and a teacher's manual for a two-year individualized writing program useful for mainstreaming learning disabled students into the English class are given in this document. The teaching guides provide daily lesson plans for 34 weeks of lessons at the seventh and eighth grade levels. The lessons are based on a space shuttle theme and each week cover the topics of composition, sentence structure or syntax, word study, phonics, and handwriting. The guides suggest developing the week's lesson with a model composition and note that for some students the model composition will provide the material for specific skills work, while more advanced students will use the model as a bridge to critical and creative discussion, reading, and expression. (MKM)

0389 ED 186 875
Scofield, Sandra J.
Reading for Writing: Strategies for Teaching Response Patterns Appropriate for Low-Achieving Readers.
Pub Date—Apr 80
Note—14p.; Paper presented at the Northwest Regional Conference of the National Council of Teachers of English (Portland, OR, April 10-12, 1980).
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Low Achievement, *Questioning Techniques, Reading Comprehension, *Reading Improvement, *Reading Instruction, Reading Skills, Teaching Methods, *Writing Instruction, *Writing Skills
Drawing from research and from classroom experiences, this paper suggests five strategies for use by reading teachers in helping low-achieving students write responses to comprehension questions. The strategies call for the teacher to: (1) analyze questions carefully and sequence them according to difficulty; (2) give students steps to follow in finding and verifying answers, and offer reinforcement of those steps; (3) provide ample oral practice with different types of questions and then give students ample prompts until they are comfortable with the question type; (4) respond to the process going on with a student, rather than to just the answer he or she gives; and (5) share strategies with content area teachers. (FL)

0390 ED 185 561
Collins, James L.
Speaking and Writing: The Semantic Connection.
Pub Date—Mar 80
Note—13p.; Paper presented at the combined Annual Meeting of the Secondary School English Conference and the Conference on English Education (Omaha, NE, March 27-29, 1980).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Basic Skills, Developmental Stages, Language Patterns, *Low Achievement, *Oral Language, Relationship, Secondary Education, *Semantics, Speech Skills, Teaching Methods, *Writing (Composition), *Writing Skills
Because inexperienced or basic writers depend on the semantics of everyday spoken dialogue when writing, research on written composition and the developmental links between spoken and written language should be more accessible to the practitioners who teach writing to those students. A review of the literature supports the theory of a semantic connection between speaking and writing, and a tenth-grade writing sample demonstrates a dependence on the reader's familiarity with a particular sociocultural context for the writing's full semantic value. Teachers who work with unskilled writers should avoid correcting only surface forms and should give students the opportunity to talk through the context-bound aspects of their writing with concerned readers. The interaction of talk and writing is essential to achieving competence for student writers who depend on the semantics of spoken language. (AEA)

0391 ED 185 216
Uries, Ethel And Others
Project READ-WRITE: Resource and Instructional Manual. ESEA Title IV-C Project No. 72-515.
Newark Board of Education, N.J.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jan 79
Note—368p.; Not available in paper copy due to institution's restriction. For a related document see UD 020 522. Photographs may be marginally legible.
Available from—Newark Board of Education/-Project READ-WRITE, 8 Hawkins Street, Newark, NJ 07105 ($15.00 + postage)
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Basal Reading, Curriculum Guides, Elementary Secondary Education, *Language Arts, *Learning Activities, *Reading Instruction, *Reading Programs, Writing Exercises, *Writing Instruction
This manual was developed to aid in the systematic diagnosis of reading needs and the application of prescriptive strategies (or "prescriptions") to meet those needs among students in grades 2-12. The prescriptions can be used within reading, language arts or language instruction periods. Their foci include reading readiness and motivation, phonic analysis, structural (grammatical) analysis, oral reading, comprehension, and general study skills. For each prescription, the grade levels at which it can be implemented are indicated and teacher instructions are given. Also provided in the manual are sections on general implementation of the READ-WRITE prescriptions, as well as plans for helping the nonreader/nonwriter and using the prescriptions within a basal reading program. (GC)

0392 ED 184 121
Friss, Dick
Writing Class: Teacher and Students Writing Together. Curriculum Publication No. 11.
California Univ., Berkeley. School of Education.
Spons Agency—Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—79
Note—42p.
Available from—Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 ($1.50 postage and handling)
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Peer Evaluation, Peer Groups, *Remedial Instruction, Secondary Education, Student Improvement, *Student Teacher Relationship, Teaching Methods, Teaching Models, *Writing (Composition), Writing Exercises, *Writing Instruction, *Writing Processes, *Writing Skills
Identifiers—*Bay Area Writing Project
This booklet is one of a series of teacher-written curriculum publications launched by the Bay Area Writing Project, each focusing on a different aspect of the teaching of composition. The booklet traces the growth of a reluctant writer through a semester of a remedial writing class program, using samples of the student's writing to illustrate writing improvement. Teaching methods described include well-structured writing assignments, peer writing groups, interaction with students during writing, and teacher writing to each assignment along with students. (AEA)

0393 ED 179 973

Matthews, Dorothy, Ed.

Remedial English.

Illinois Association of Teachers of English, Urbana.

Pub Date—80

Note—51p.; The Illinois Association of Teachers of English is an affiliate of the National Council of Teachers of English

Journal Cit—Illinois English Bulletin; v67 n2 Win 1980

Pub Type— Collected Works - Serials (022) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Anxiety, Basic Skills, College Students, *Developmental Programs, Disadvantaged Youth, *English Instruction, *Error Analysis (Language), Higher Education, *Remedial Programs, Secondary Education, Sentence Structure, Teaching Methods, Tutorial Programs, Two Year Colleges, *Writing Skills

Identifiers—*Educational Opportunity Grants, *Writing Apprehension

The focus of this journal edition is remedial writing instruction in high school and college. Articles in the journal are: "The Remedial Student is Different," by Karl K. Taylor; "Writing Apprehension: (I) Combating Fear of Failure," by Donna K. Gorrell; "Writing Apprehension: (II) Where Does Fear of Writing Come From?," by Charles R. Duke; "One Day in the Life of a Remedial Composition Teacher," by Tori Haring-Smith; "Homework Helpers: An Alternative Approach," by Leon Gersten; "Using Writing Errors as Diagnostic Tools," by Mary Moore; "Building on Intuitions: Encouraging Sentence Sense," by Regina Rinderer; and "When Remedial Writing Is Not Remedial Writing: Preparing the Specially Admitted Student for College-Level English," by Jim Burns. (MKM)

0394 ED 179 968

Crew, Louie

What Should We Tell Student Writers?

Pub Date—Apr 79

Note—33p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, MN, April 5-7, 1979)

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, Communication Problems, *Educationally Disadvantaged, Educational Problems, Educational Research, *Evaluation Criteria, Evaluation Methods, Higher Education, *Student Evaluation, Surveys, *Teacher Attitudes, *Writing (Composition), *Writing Skills

Over 100 academic administrators, professionals in English, and writers responded to a request to annotate a sample paragraph written by a college student at a minimum skill level. Responses varied to extreme degrees in several areas, with letter grades ranging from B to F and annotations ranging from declaring the student's situation hopeless to expressing the student's potential and need for understanding and direction. Sixty-six percent of the respondents annotated the composition itself, 5 percent responded only with letter grades, and 29 percent commented only in a space provided with no marking on the composition. Other responses tallied covered kinds of comments, classifying the student as to ethnic background, the validity of placing the student in a college level English course, praising the student, and criticizing the assignment. Responses also indicated that administrators were more thorough annotators than nonadministrators, professionals in English were more lenient than nonprofessionals, and writers showed little contrast with nonwriters. (AEA)

0395 ED 178 907

Bizzell, Patricia

Problems in Choosing a Theory of Basic Writing: Toward a Rhetoric of Scholarly Discourse.

Pub Date—Apr 79

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, MN, April 5-7, 1979)

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, *Educational Theories, *Language Styles, *Nonstandard Dialects, *Nontraditional Students, Social Attitudes, Standard Spoken Usage, *Writing (Composition), *Writing Skills

This paper discusses some of the problems faced in working with competing theories of basic writing and suggests its own kind of theoretical analysis of nonstandard writing. A brief overview of basic writing theories is presented, and the theories are categorized into two approaches: a traditional approach of teaching by prescription in an authoritarian classroom atmosphere using William Strunk and E. B. White's "The Elements of Style," and a nontraditional approach of teaching by practice with emphasis on the personal and the teacher as friend. The basic writing theory recommended in the paper suggests that students who use nonstandard English learn that the development in standard English of conventions of scholarly discourse was designed to legitimize knowledge, that access to these conventions has been limited by society and has kept nonstandard users powerless, and that mastery of these conventions is a political act. (AEA)

0396 ED 175 059

Grindal, Gracia

Using Literature in a Basic Writing Course.

Pub Date—Feb 79

Note—15p.; Paper presented at the Annual Meeting of the Midwest Regional Conference on English in the Two-Year College (14th, Des Moines, Iowa, February 15-17, 1979)

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Critical Reading, *Critical Thinking, Expository Writing, Higher Education, *Literary Criticism, Literary Devices, Literature Appreciation, Secondary Education, Teaching Methods, *Writing (Composition), *Writing Skills

Literature can be used in a writing course if the teacher carefully chooses the literature to be studied, if the writing assignments are sequenced so that they make some kind of developmental sense, and if the writing activity is used to clarify student thinking about the literature. Attention to these three elements was essential to the success of a six-week summer course in basic writing, where the teachers grounded all writing activities in responses to literature. Using the workshop approach, they developed student writing in stages that emphasized levels of generality, subordination, and the basis of rhetorical (oral and written) discourse in probabilities. These concepts were developed by interpreting literature while coincidentally applying fundamentals of F. Christensen's rhetoric, the "TRI" pattern (topic, restriction, illustration), and Aristotle's treatment of the enthymeme. Attention to the enthymeme especially reaffirmed the teachers' resolve that teaching students how to write about a story helps them to learn how to think, how to interpret information, and how to transform external realities into internal, intellectual constructs. (RL)

0397 ED 066 751

Knowles, Marlene Wardell, Arlene

Everyday Reading and Writing: English. 5112.24.

Dade County Public Schools, Miami, Fla.

Pub Date—71

Note—21p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audiovisual Aids, *English Curriculum, Listening Skills, Mass Media, Speech Communication, *Structural Grammar, *Writing Skills

Identifiers—*Quinmester Program

A curriculum guide to help students improve their everyday English skills has been designed for the Dade County Public Schools. The course, for grades 8 through 12, is to help students learn to read, write, and interpret letters, business forms, instructions, signs, maps, and magazines. The practical subject matter emphasizes basic reading and writing skills in large, small, and independent study activities. Use of audiovisual aids is an integral part of the program. Activities for the quinmester program include a survey project, a family banking project, a map-making project, a travel project, and a career project. The curriculum guide contains a list of available student and teacher resources including textbooks, films, and tape recordings. (RS)

HIGHER EDUCATION

0398 ED 198 524

Milligan, Janice

Using the Composing Process and Positive Reinforcement to Teach College Basic Students to Write.

Pub Date—Dec 80

Note—53p.; M. Ed. Thesis, State University of New York College at Brockport.

Pub Type— Dissertations/Theses - Masters Theses (042) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College English, College Freshmen, *Course Organization, *Developmental Studies Programs, Higher Education, *Positive Reinforcement, Remedial Programs, *Teacher Behavior, *Teaching Methods, *Writing Instruction, Writing Processes, Writing Skills

Identifiers—*Writing Apprehension

Following a literature review on the subjects of the decline in student writing abilities and increased student writing apprehension, this paper offers teachers information on a basic writing program that reduces writing anxiety and improves writing skills through large doses of positive reinforcement. The second section of the paper discusses the major goals of a course for basic writers and synthesizes a teaching strategy for writing instruction based on the theories and practices of experts in the field of basic writing, including James Moffett, Mina Shaughnessy, Peter Elbow, Janet Emig, and James Britton. Subsequent sections of the paper list ten course aims for the basic writing teacher to follow (including developing a rapport with the students, avoiding academic speech and educational jargon, giving immediate and frequent positive feedback, avoiding the use of deadlines, and depending on oral exercises to stimulate ideas for writing), an outline of a teaching method to be used in basic writing courses, and copies of questionnaires that assess student writing attitudes, writing anxiety or apprehension, and writer's perception. (RL)

0399 ED 197 384

Wiener, Harvey S. Sheckels, Ted

The Writing Room: A Resource Book for Teachers of English.

Report No.—ISBN-0-19-502826-0

Pub Date—81

Note—337p.

Available from—Oxford University Press, 200 Madison Ave., New York, NY 10016 ($7.95 paper)

Pub Type— Books (010) — Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Course Content, Course Organization, Higher Education, Paragraph Composition, *Remedial Instruction, Secondary Education, Sentence Structure, *Teaching Methods, Writing (Composition), Writing Exercises, *Writing Instruction, *Writing Skills.

Offered as a guide to teachers of basic writers (remedial or developmental students), this book contains activities for setting and achieving goals, for motivating reluctant beginning writers, and for practicing, stretching, and mastering basic writing skills. The six chapters of the book present ways of approaching rhetorical strategies and language skills that most inexperienced writers need to practice. The chapters deal with the following topics: (1) making and carrying out assignments; (2) the paragraph as rhetorical model; (3) word, sentence, and

punctuation skills; (4) support services (audiovisual aids, writing centers, and student-teacher conferences); (5) what beginning teachers should know about testing (an overview of types of tests and ways of scoring the writing test); and (6) beyond the basics. Three appendixes contain suggested lesson plans, 16 informal writing exercises, and sample writing tasks. An annotated bibliography is also included, offering additional resources on topics such as understanding the basic writer, the writing process, the rhetorical content of basic writing courses, dealing with students' errors, and specific teaching techniques. (RL)

0400 ED 197 368

Cannady, Criss E.

The Revision Process for Remedial Writers.

Pub Date—Oct 80

Note—13p.; Paper presented at the Annual Meeting of the Rocky Mountain Modern Language Association (34th, Denver, CO, October 16-18, 1980).

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Grammar, Higher Education, *Remedial Instruction, *Skill Development, Teaching Methods, Writing (Composition), *Writing Instruction, *Writing Processes, *Writing Skills

Identifiers—*Revision (Written Composition)

The task of writing teachers is to convince the reluctant developmental writer to see writing not just in terms of grammatical correctness, but in terms of process or of discovery. Once the writer begins to see composition in this way, he or she may see that grammar is not irrelevant or arbitrary. By being taught the revision process, students can see themselves as writers, not just as students memorizing grammatical rules. The three stages of revision are oral-revision, correction-revision, and transformation-revision. In the first step, the student is asked to read aloud what he or she has initially written. By repeating sentences out loud, the student starts to hear that writing resembles speech. In step two–after the student has begun to recognize basic grammatical concepts–he or she learns to recognize and eventually remedy his or her mistakes. In this step, the instructor indicates errors in students' writing by placing a bracket around them. By altering mistakes themselves, students are able to grasp grammar in a more immediate way than by just receiving the teacher's corrections. In the third step, by rewriting or revising a previous work, the developmental writer can see that writing is more than a product. Although these three revision steps have been presented as separate steps, the instructor must keep in mind that all three are interchangeable. (HTH)

0401 ED 197 289

Harding, Ida B.

Adjunct Classes: Organizing Resources for High Risk Students.

Pub Date—Sep 80

Note—17p.; Paper presented at the Annual Meeting of the Plains Regional Conference of the International Reading Association (8th, Bismarck, ND, September 25-27, 1980).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Curriculum, *Content Area Reading, *Developmental Studies Programs, *Educationally Disadvantaged, Higher Education, *High Risk Students, Reading Instruction, Remedial Mathematics, *Remedial Programs, *Study Skills, Team Teaching, Writing Instruction

Identifiers—*Adjunct Courses, University of Wisconsin Eau Claire

The University of Wisconsin at Eau Claire has attempted to solve the problem of underprepared freshmen by offering adjunct classes to freshman level content courses. Currently ten adjunct classes in seven departments are taught and are used to integrate the teaching of learning and study skills into the teaching of the regular course content. Two extra class sessions per week are required of students in the adjunct courses. The courses are usually team-taught by two instructors–the departmental instructor who normally teaches the course and a learning specialist in reading, writing, or mathematics, depending on the requirements of the course. Academic support services are also offered at the academic skills center in the college, and there is a special advising component for disadvantaged students, minority students, and older returning students. (MKM)

0402 ED 194 908

Epes, Mary And Others

The COMP-LAB Project: Assessing the Effectiveness of a Laboratory-Centered Basic Writing Course on the College Level. Final Report, September 1, 1977 through August 31, 1979.

City Univ. of New York, Jamaica, N.Y. York Coll.

Spons Agency—City Univ. of New York Research Foundation, N.Y.; Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date—79

Grant—G007701130

Note—51p.; For related document see CS 205 995. Colored pages marginally legible.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Programs, Communication Problems, *Experimental Programs, Higher Education, *Learning Laboratories, *Program Evaluation, *Remedial Programs, Writing (Composition), *Writing Instruction, Writing Processes, *Writing Skills

Identifiers—City University of New York York College, COMP LAB Course, *Writing Laboratories

The COMP-LAB, a CUNY-based writing course combining classroom instruction with an autotutorial writing laboratory for students deficient in standard written English, is described and evaluated in this assessment. The background and purpose of the project are discussed in the first two sections, prior to an extensive description of the project itself in the third section. The fourth section of the report focuses on the outcomes and impacts of the project at its original site and at two transfer sites; and the need for implementing such a successful program in other institutions is stressed in the conclusion. (HTH)

0403 ED 189 602

Preston, Paul

The Mainstream Hearing Impaired Student in College Composition Classes.

Pub Date—Mar 80

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Deafness, *Hearing Impairments, Higher Education, *Language Handicaps, Learning Problems, *Mainstreaming, *Physical Disabilities, *Sign Language, Special Education, Speech Handicaps, Student Placement, *Writing Instruction

This paper discusses problems and offers suggestions related to mainstreaming hearing impaired students into composition classes. The minimum language proficiency necessary to mainstream a student is described first, followed by the recommended procedure to actually move a hearing impaired student into a regular composition classroom. Listed among the problems that accompany such a move are: (1) both American Sign Language (ASL) and signed English need to be used, (2) materials need to be adapted, (3) students need to be encouraged to write more than one or two sentences, and (4) teachers need to be aware of the students' often severely limited life experiences. The differences between English and ASL and between ASL and signed English are discussed, examples of deficient life experiences are presented (including the students' lack of sensitivity to family environment and to the concept of choice), and the benefits of using English as a second language materials are explained. The need to prepare students for mainstreaming is emphasized, as is the necessity for teachers of mainstreamed hearing impaired students to maintain their usual standards of student performance. (AEA)

0404 ED 188 188

Seesholtz, Melvin C.

Language and Related Approaches to the Writing Process.

Pub Date—Apr 80

Note—12p.; Paper presented at the Annual Meeting of the College English Association (11th, Dearborn, MI, April 10-12, 1980).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—English Instruction, Higher Education, *Language Usage, *Linguistic Theory, North American English, Remedial Programs, *Two Year Colleges, *Writing (Composition), *Writing Instruction, Written Language

Providing instruction in language theory is an innovative technique for use in remedial and other composition courses in the two-year college. Such innovations provide intellectually stimulating material to students who lose interest when confronted with traditional grammar and composition. Students are acquainted with American Edited English in such a way as to make them aware of the power and range in the language and the need for a standard form among many dialects, as well as to facilitate the representation of abstract grammar and composition material in tangible, concrete forms. Theories and texts chosen should be compatible and coherent enough to introduce fundamental language concepts, and flexible enough to permit illustration by easily understood examples. A methodological approach founded on the work of Georges Gusdorf, S. I. Hayakawa, Noah Jacobs, and Roland Barthes and using Ferdinand de Saussure's model of the sign can present language and its usages in an understandable but challenging framework that can be illustrated by a wide range of popular language uses and misuses. (DF)

0405 ED 186 941

Gilbert, William H.

The Nonstandard Speaker and "Standard" Writing.

Pub Date—Mar 80

Note—17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College English, Educational Objectives, Employment Potential, Higher Education, *Language Attitudes, *Language Standardization, *Nonstandard Dialects, Power Structure, Standard Spoken Usage, *Student Educational Objectives, *Writing Instruction

Before teachers can decide how to teach writing to nonstandard dialect speakers, they should determine whether college students can in fact learn to command a second dialect (in this case, Standard English), as well as the most effective way to provide access to command of Standard English while educating the public about the values of nonstandard dialects. In judging whether students should be required to learn written Standard English, teachers might examine the implications of Standard English as "edited written English" and as "the white ruling class dialect," as well as the validity of claims about the need for Standard English in the world of employment. Although it is important for students to be able to read works of literature written in Standard English, the requirement that they themselves produce Standard English can easily threaten their sense of personhood. The key factor in adult learning of second dialects is motivation, which implies that students must decide for themselves whether the they want to learn Standard English. Students need to develop knowledge about the use of different dialects in different situations; therefore, teachers should teach all students about the systematic differences between standard and other dialects. Such teaching fosters respect for all dialects, as well as analytical intellectual growth. (GT)

0406 ED 186 937

Wall, Susan V.

A Sequence of Assignments for Basic Writing: Teaching To Problems "Beyond the Sentence."

Pub Date—Mar 80

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Assignments, College English, *Concept Formation, *Decision Making, Descriptive Writing, Higher Education, Language Attitudes, Language Usage, Low Achievement, *Self Evaluation (Individuals), Student Attitudes, Student Development, *Writing (Composition), *Writing Instruction, *Writing Processes

Students in college basic writing courses need to consider their own written language and to compare it with other students' work before they can develop a sense of the symbolic relationship between language and experience. Because of a lack of previous writing experience, basic writers have no sense that the "facts" about which they write are statements and therefore created, and no sense that this creation is a matter of choice dependent on the writer's intentions. A sequence of writing assignments has been developed that calls for basic writing students to describe, analyze, and compare their decision making processes in a number of out-of-class experiences as well as in the experience of writing papers. The assignments and the examination of other students' papers help students to see that writers can choose many different ways to describe the same kinds of things, that writing is not alien to other life experiences, that their writing behavior can be classified in new ways, and that the use of language to define the meaning of an experience lies outside the event itself. The final assignment asks students to write a long paper about themselves as decision makers, incorporating into it generalizations drawn from their previous papers. This direct encounter with their own ideas objectified on the page reveals more about the writing process than anything teachers can tell them. (GT)

0407 ED 186 925

Kiefer, Kathleen E.

Premature Reassurance and the Basic Writer.

Pub Date—Mar 80

Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980). Not available in paper copy due to marginal legibility of original document.

Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Basic Skills, College Freshmen, Expectation, *Low Achievement, *Motivation Techniques, Nontraditional Students, *Student Attitudes, Teacher Attitudes, *Teacher Influence, Teaching Methods, *Writing (Composition), Writing Skills

Identifiers—Teacher Student Conferences, *Writing Apprehension

College basic writing teachers involved in student/teacher conferences should be aware of the negative effects that result from premature reassurance, assuring students of success too quickly and/or beyond reasonable expectations. The attitudes of basic writers can be divided into three general categories: (1) those who have always had trouble in composition courses and expect to continue to have trouble writing, (2) those who have few mechanical problems but are reluctant to write because they are convinced they have nothing worthwhile to say, and (3) those who think they can write better than anyone gives them credit for. Prematurely reassuring the first category of writers can lead them to misinterpret a conditional, qualified teacher-made statement as a guarantee of success; e.g., if they focus on a single idea they will get a good grade. Writers in the second category can become complacent when told too soon they have almost achieved their goal of cleaning up mechanical errors and often quit before they have developed writing fluency. The third category of writers often displays a dramatic shift from defiance to devastation when confronted with an honest assessment of their writing errors, often for the first time, and can elicit from the sympathetic teacher a false assurance that the basic writing course is just what they need and all they need. Basic writers are generally more insecure about their writing than average college freshmen and their teachers should cautiously use reassurance as a motivational technique. (AEA)

0408 ED 186 915

Cooper, Grace C.

The Teaching of Composition and Different Cognitive Styles.

Pub Date—Mar 80

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Style, College Students, Higher Education, Learning Disabilities, *Learning Theories, Teaching Methods, *Writing (Composition), *Writing Instruction

Noting that many students appear to lack the skills necessary for composing an academic paper, this paper contends that such students may possess a field dependent cognitive style (termed "holistic") that is at odds with the needs and expectations of the college world's field independent cognitive style. Pointing out that cognitive style permeates all aspects of behavior, including language, the paper then discusses three areas of language differences indicative of holistic students that are of interest to teachers of composition: hierarchical classification (holistic students do not perceive hierarchical differences and therefore have difficulty with the inductive and deductive patterns of argument often used for essay or term paper development), distance (holistic students do not separate themselves from others and therefore have problems with the standard objective point-of-view required in most formal papers), and transitional features (holistic thinkers tend not to use details and not to analyze and therefore are more likely than analytical thinkers to use transitional features). The discussion also provides suggestions for composition teachers to use in handling these differences. The paper concludes that small classes and individual attention from the instructor may be the most effective ways to work with such students. (FL)

0409 ED 185 567

Ely, Robert

The Philosophy of Teaching Composition through a Cross-Cultural Approach to Interdisciplinary Humanities.

Pub Date—Mar 80

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Black Students, Course Content, *Cross Cultural Studies, Higher Education, *Humanities Instruction, *Multicultural Education, Program Descriptions, Self Esteem, Teaching Methods, *Writing (Composition), *Writing Instruction

A redesigned college composition/humanities program that has as its primary goal the raising of the self-esteem of a predominately black student body is described in this paper. First discussed are the deficiencies of an earlier program, traditional freshman composition followed by sophomore humanities, that centered around the cultural achievements of white Europeans. The new program is presented as implementing a thematic textbook designed specifically for the course, remedial skill-building exercises using programed material, patterned essay writing based on personal experience, and the student-centered or dramaturgical methods of Kenneth Macrorie and James Moffett, all within the context of the study of African, Oriental, and Western humanities. (AEA)

0410 ED 184 129

Lees, Elaine O.

Respecting the Learner's Expertise: Assignments That Ask Students to Write about Composing.

Pub Date—Nov 79

Note—14p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (69th, San Francisco, CA, November 22-24, 1979).

Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Assignments, *Basic Skills, Higher Education, Low Achievement, *Teaching Methods, *Writing (Composition), *Writing Instruction, *Writing Processes, *Writing Skills

One way to help basic writers become more effective writers is to encourage them to consider and write about what they do in writing–the problems they face and the satisfactions they glean. Using a scheme that involves using a hierarchy of stages of abstraction in discourse, students can be led to development of their writing skills. One such hierarchy goes from the lowest level of recording what is happening at present, through the intermediate level of reporting or narrating what happened in the past, to the higher levels of generalizing about what happens and theorizing about what will or may happen. The students' job over the semester would be to reinvent their own systems of abstraction about writing and their own language for the activities they engaged in when they assumed the role of writer. (TJ)

0411 ED 179 271

Gordon, Helen H.

A Comparison of Fragmented and Holistic Modes of Instruction in Remedial Writing Courses at Sacramento City College.

Pub Date—Apr 79

Note—97p.; Ed. D. Dissertation, Nova University

Pub Type— Dissertations/Theses - Undetermined (040)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Community Colleges, Doctoral Dissertations, English, Error Analysis (Language), Grammar, Learning Theories, Matched Groups, *Nontraditional Education, *Remedial Instruction, *Teaching Methods, Teaching Models, *Two Year Colleges, Writing (Composition), Writing Instruction, *Writing Skills

Identifiers—*Holistic Approach

A study of two groups of students at Sacramento City College (California) was undertaken in Fall, 1978, to determine whether the holistic approach to the teaching of basic writing (involving the techniques of free writing, writing from stimulus words, and controlled composition) could result in more significant gains in fluency and reduction of mechanical errors in students' writing than could the traditional, fragmented approach. Both groups, matched on the basis of the Task II placement test, high school English grades, high school grade point averages, age, and sex, were administered uniform writing tests before and after the semester. A single evaluator counted the words in each paper as a rough measure of fluency and tabulated errors according to 18 error categories. The significance of gain registered in a comparison of the two tests was determined by a jury of six English teachers. Among other findings, the study showed that the group taught with fragmental instruction experienced a 9.9% decrease in fluency and a 15.2% decrease in errors, while the group taught with holistic methods increased fluency by 17.5% and decreased errors by 42.9%. Data tables and a survey of relevant literature are included. (Author/JP)

0412 ED 176 258
Sternglass, Marilyn S.
Creating the Memory of Unheard Sentences.
Pub Date—Feb 79
Note—14p.; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two-Year College (14th, Orlando, Florida, February 8-10, 1979)
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Higher Education, Kernel Sentences, *Language Processing, *Memory, *Phrase Structure, Secondary Education, Sentence Combining, Syntax, Teaching Methods, *Transformational Generative Grammar, Writing (Composition), *Writing Processes, *Writing Skills
Combining concepts of cognitive theory with those of rhetoric and linguistics can help writing teachers understand the kinds of activities that will enable basic writers to produce syntactic constructions appropriate for the content they have generated. A review of research studies of sentence combining, syntactic constructions, grammatical chunking, and other transformational theories demonstrates the necessity for understanding the input of short-term memory on language-processing activities. After determining that a student in fact has difficulty with a particular transformation, such as infinitive phrases, increasingly complex appropriate exercises can be designed so the student can reconstruct them correctly and eventually rewrite previously written papers using that transformational structure. The intent of such sequenced activities is to accustom students to using sophisticated syntactic patterns without averting their attention from the content of their writing. Teaching the process of revision becomes easier when inexperienced writers understand that short-term memory limits their ability to convey full meaning in a first draft, and the ability to "chunk" sophisticated syntactic structures can help them hold more content in memory while writing down their thoughts. Language-processing activities should be designed to make language a tool that serves content. (AEA)

0413 ED 174 987
Hays, Janice
Teaching the Grammar of Discourse.
Pub Date—May 79
Note—30p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (12th, Ottawa, Canada, May 8-11, 1979)
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Basic Skills, College Freshmen, *Connected Discourse, *Developmental Programs, *Discourse Analysis, Higher Education, Remedial Instruction, *Sentence Combining, Teaching Methods, *Writing Skills
Ways in which the study of discourse analysis can aid the teacher of basic writing in helping their students to express themselves fluently are explored in this paper. It is noted that remedial writers need to learn to relate abstract ideas to concrete examples and that they seem unable to supply the connections between ideas, especially those of a causal and purposive relationship. Discourse analysis is suggested as a means of providing writers with an understanding of relating assertions and developing them with the emphasis on the writing of better discourse, rather than on the learning of complicated models of analysis. A combination of sentence combining techniques and patterned practice is suggested to teach these relationships. (MKM)

0414 ED 170 759
Goodkin, Vera H.
An Assessment of "Small Group Activity in EG 101."
Pub Date—[78]
Note—11p.; Guide prepared at Mercer County Community College
Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Higher Education, Learning Activities, *Peer Teaching, *Small Group Instruction, *Student Participation, Teaching Methods, Videotape Recordings, *Writing (Composition)
The small group activities described in this paper resulted from the author's attempts to involve and challenge reluctant learners in an introductory college composition course. The paper describes the main types of activities used–oral discussion of readings, collaboration on structure drills, exchange of worksheets for peer correction, and peer-critiquing in triads–and describes a project in videotaping a peer-critiquing session, which was not a complete success due to technical difficulties. It reports positive outcomes of the group activities compared to outcomes noted for students in another section of the course who spent time in a writing center but had no group activities, and it includes guidelines and checklists given to students to aid them in discussing and critiquing each other's work. (GT)

0415 ED 168 016
Loxterman, Alan S.
College Composition and the Invisible Handicap.
Pub Date—78
Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
Pub Type— Speeches/Meeting Papers (150) — Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Programs, *Disabilities, Higher Education, *Identification, *Learning Disabilities, Learning Problems, *Remedial Instruction, Teaching Methods, *Writing (Composition), *Writing Skills
There are students who have "invisible handicaps" specific learning disabilities who need to be identified and given assistance. One such student was discovered in a freshman composition class because of the disparity between his in-class writing and his take-home writing. It was ascertained that he had a learning disability that made it difficult for him to manipulate symbols spatially. After completing an alternative course through a writing laboratory using "Process One, a College Writing Program," he was able to improve his skills to the point of earning a "C" grade. In working with students who have learning disabilities, some suggestions are: establish and publicize some system of referral and diagnosis, urge those who teach writing to support such a system, establish uniform standards throughout all departments offering waivers for specific learning disabilities, use the system often, provide a required program of special help, include audiovisual components in the supplementary writing program and use written exercises and objective tests to check mastery of principles, and give such students career guidance and personal counseling throughout their college years. (TJ)

0416 ED 155 705
Collins, Terence
Course Projects for Open-Admission Literature Students: Challenging the Student Who Can't Write.
Pub Date—Dec 78
Note—9p.; Paper presented at the Annual Meeting of the Modern Language Association (Chicago, December 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Childrens Literature, College Freshmen, *English Instruction, Individualized Instruction, Individualized Programs, *Literature Appreciation, *Open Enrollment, *Student Centered Curriculum, *Student Projects, Teaching Methods, Writing (Composition)
The eight course projects listed in this paper are designed specifically for a freshman-level open admissions course in children's literature, but they can be adapted to fit the needs of any beginning "topics" literature course that has students with widely varied preparation, ability, and goals. The projects include telling and reading stories; compiling an ethnic, national, or problem-focused reading list; making a journal of children's reactions to stories (or of students' reactions to topical reading materials); writing a children's story; leading children in writing poetry; making a crosscultural comparison of folktales; and writing an essay on a fairy tale from the viewpoint of Bruno Bettelheim. Whatever the topic of the course, the teacher can create a set of projects similar to these and stimulate the interests of students from a variety of backgrounds and with a variety of writing abilities. (RL)

0417 ED 155 688
Cicardo, Barbara J.
CORE Program: An Interdisciplinary Approach to Remediation.
Pub Date—77
Note—22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Connected Discourse, Content Area Reading, *Expository Writing, Higher Education, *Interdisciplinary Approach, *Models, Reading Skills, *Remedial Instruction, Secondary Education, *Speech Communication, Study Skills, Teaching Methods, *Writing (Composition), Writing Exercises, Writing Skills
The basic outline for a 16 sentence structured essay is a pattern that helps remedial writing students to improve their writing skills and that can be applied in the basic speech course and the remedial reading program as well. This document presents introductory comments about grading procedures for student essays based on the model and a collection of instructional materials that reflect its applications, including student writing samples, two writing exercises (putting 16 sentences in the proper order and filling in certain sentences that have been left blank in a prepared theme), an essay by Vance Packard compared with the model, and assignments and questioning techniques from a remedial reading course outline. (RL)

0418 ED 154 396
Waldrop, Thomas D.
Using Christensen's Generative Rhetoric in Remedial English.
Pub Date—Feb 77
Note—9p.; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two-Year College (12th, Williamsburg, Virginia, February 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, *Descriptive Writing, *English Instruction, *Expository Writing, *Rhetoric, Teaching Methods, Two Year Colleges, *Writing (Composition), Writing Exercises, *Writing Skills
Identifiers—*Christensen (Francis)
Francis Christensen's Rhetoric Program stresses narrative-descriptive and expository writing, and offers a guide for the structure of the paragraph. In this approach, students develop their composition skills by writing sentences similar to model sentences that Christensen has extracted from the works of successful writers. The basic model is the cumulative sentence, which contains a short base or main clause with one or more "free" modifiers in the final position. From practice with this model, students learn to employ four principles: adding free modifiers, directing the movement of modification, exploring levels of generality, and improving the texture of writing with proper modification. (RL)

0419 ED 150 602
Dickerson, Mary Jane
Tackling the Basics in a Summer Enrichment Program for Minority Students.
Pub Date—Mar 76
Note—17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (27th, Philadelphia, March 25-27, 1976)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, Communication Skills, English Instruction, *Enrichment Activities, Higher Education, *Minority Groups, *Summer Programs, *Workshops, *Writing (Composition), Writing Exercises, *Writing Skills

This paper describes a college summer-enrichment program that helps minority students improve their communication skills. The program concentrates as many different writing experiences as possible into a month-long workshop that provides intensive, individualized, daily writing practice with a variety of instructional materials. The major thrust of the program is first to free students from the inhibitions they might have about college-level composition or creative expression, and then to focus on their grammar and punctuation problems. Seven student writing samples are included for discussion. (RL)

0420 ED 144 089
Jennings, Kathleen
Planning the Remedial Composition Curriculum.
Pub Date—77
Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Freshmen, *Course Content, Educational Diagnosis, English Curriculum, *English Instruction, *Guidelines, Higher Education, Individual Instruction, Program Development, *Remedial Instruction, Remedial Programs, School Surveys, Success, *Writing Skills

A questionnaire sent to universities across the United States, asking for information about remedial English programs, yielded responses from 85 universities. Analysis of the responses resulted in the formulation of seven rules for organizing a successful remedial English course: (1) Don't bind the course to a textbook. (2) Aim the course toward the writing of sentences that are related to one another. (3) Begin the course with a diagnostic test and a writing sample, and start work on some common ground of error. (4) Plan to revise your plan. (5) Keep the students active. (6) Work on a tutorial basis as much as possible. (7) Have the students write every day. In planning a remedial composition program based on these rules, two sets of variables must be considered: those related to the university system--class size, time allotted for the course, and teacher competence--and those related to the students--attendance, attitude, and ability. Experiences in conducting a remedial composition program demonstrate that such a program can be successful. (GW)

0421 ED 119 211
Zoerner, C. E., Jr.
Teaching the Vanquished to Write.
Pub Date—75
Note—8p.; Paper presented at the Western Regional Meeting of the American Business Communication Association (Anaheim, California, March 7-8, 1975)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Business Communication, Business Education, Business English, Higher Education, *Teaching Methods, Writing (Composition), *Writing Skills

Business communications students who too often feel themselves defeated from their previous attempts to learn to write need to be shown how to take the painful pressure off writing and how to learn written communication by using feedback. Six specific steps which may be followed in helping students cope with feelings of failure are: letting them know that the teacher understands their feelings, letting them know that they are not alone in their defeat and pain, admitting that teachers can't teach them how to write (they can learn to teach themselves), showing them how to take as much pressure as possible off the writing process, providing them with the feedback they need to learn written communication, and sparing them from final disappointment. (JM)

0422 ED 103 875
Sieben, J. Kenneth
Reading and Writing: Partners in Freshman Composition R3SW (Read, Search, Select, Study, and Write).
Pub Date—Mar 75
Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (26th, St. Louis, March 13-15, 1975)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Freshmen, English Curriculum, Higher Education, Learning Processes, *Remedial Programs, *Teaching Methods, *Writing (Composition), *Writing Skills

This paper (1) discusses the SQ3R formula for reading: survey, question, read, recite, and review; and (2) proposes a similar formula for remedial composition; R3SW, which means, read, search, select, study, and write. An example of this formula is given, using imperative sentences as the understood subject. In using the composition formula during a class, the teacher demonstrates on the chalkboard a number of examples of imperatively sentences which the students read and analyze. As part of the homework assignment, the students are instructed to search for imperative sentences and select five of them to bring to class. The idea of this exercise is to get the students to discover examples of imperative sentences from sources outside the classroom so they can relate them to nonacademic life. Finally, the students study the features of the imperative sentence, and then write their own. (TS)

0423 ED 103 866
Garrett, Patrick P.
Creativity and the Literacy Crisis.
Pub Date—Mar 75
Note—6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (26th, St. Louis, Missouri, March 13-15, 1975)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Basic Skills, College Freshmen, Course Descriptions, Creative Writing, *Creativity, *English Instruction, Higher Education, *Literacy, Reading Skills, *Writing (Composition), Writing Skills

This paper argues that the immediate reason for the decline in literacy in our colleges is the shift from an emphasis on the traditional discipline required in construction to an emphasis on spontaneity in writing. Of the four phases of the creative process (preparation, incubation, illumination, and verification), only verification should be emphasized in college writing classes. Verification is defined as the phase dependent on reasoning and judgment and involving the expansion of the illumination in order to ensure its communication. A program for freshman English students who enter college without the basic language and communication skills is described. The course meets two days a week in a writing laboratory, two days in a reading laboratory, and one day in a speech laboratory. Minimal standards for the reading and writing sections of the course are determined, and any student who fails to meet the standards for either of the disciplines must repeat the course. (TS)

0424 ED 078 444
Bennett, Madeleine F.
Teaching the Paragraph in Developmental Composition Classes in the Community College with Behavioral Objectives and Art.
Pub Date—Apr 73
Note—21p.; Paper presented at the Conference on College Composition and Communication (New Orleans, Apr. 5-7, 1973)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavioral Objectives, Descriptive Writing, *Disadvantaged Youth, *Paragraph Composition, *Teaching Methods, *Two Year College Students, Visual Arts, Visual Stimuli, *Writing (Composition)

A method called "Objectives-Art," by which disadvantaged students in a community college can be taught to structure paragraphs, is described. Works of art are intended to be a stimulus to the student's sense of unity between form and content, and the objectives are aimed at transferring the student's perception of form and unity into a process which can improve the quality of his writing. The method consists of a prewriting sample of student paragraphs, a slide of a work of art as visual stimulus to perception, performance objectives for structuring paragraphs, other visual devices such as models of paragraphs, sequentially arranged instruction based on approximations of the final results, in-class practice of every objective, and frequent encouraging reinforcement of student responses. Objectives for the method require the student to include in his paragraph (1) the title of the art work; (2) the name of the artist; (3) the name of the work of art; (4) quotation marks around the title of the work; (5) dominant impressions the student had of the work; (6) logical order to details; (7) a minimum of three details; (8) each detail must be related to the dominant impression; (9) repetition of key ideas; (10) mention of the artist; and (11) a clincher sentence to finish off the paragraph. (HOD)

0425 ED 062 885
Bruder, Mary Newton Hayden, Luddy
Teaching Composition: A Report on a Bidialectal Approach.
Pub Date—28 Feb 72
Note—26p.; Paper presented at the Sixth Annual TESOL Convention, Washington, D.C., February 28, 1972
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Attitudes, Black Dialects, Classroom Techniques, College Language Programs, College Students, Comparative Analysis, Creoles, Cultural Pluralism, Curriculum Design, Educational Objectives, *Language Styles, *Nonstandard Dialects, Rhetoric, *Standard Spoken Usage, *Teaching Methods, Team Teaching, Textbooks, *Writing Skills

This paper considers the problem of teaching formal composition skills to those whose repertories lack formal standard speaking style. The approach advocated here is bidialectal and is based on the idea that control of a variety of language styles is a useful tool and that productive competence of formal composition style is a mandatory skill for those who wish to obtain a university degree in this country. The educational objectives of this approach are to teach the student to identify the features which distinguish standard from nonstandard usage, to recognize the appropriateness of dialects to situations, to identify the features which distinguish the registers with special emphasis on those of the formal written register, to recognize the functional interrelationship between registers and dialects within the speech community, to write compositions in the standard dialect on many topics using standard rhetorical techniques, and to organize and carry out a research topic in acceptable academic form. Details on classroom techniques, textbooks, and procedures are provided, and a bibliography is included. (Author/VM)

0426 ED 045 682
Larmouth, Donald W.
Models in Remedial English: An Interim Report.
Minnesota Council of Teachers of English, Duluth.
Pub Date—70
Note—11p.
Journal Cit—Minnesota English Journal; v6 p14-24 Spr 1970
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—College Instruction, Connected Discourse, *Discovery Learning, *Imitation, Language Usage, *Models, Paragraph Composition, Secondary Education, Sentence Structure, *Sequential Approach, Speech Communication, Tagmemic Analysis, Technical Writing, Writing (Composition), *Writing Exercises, Writing Skills

The experimental program in remedial composition described in this interim report was designed on the assumption that students could best learn to write minimally acceptable compositions by imitating paragraph and essay models which have been divided into a series of incremental steps. The objectives of the program were to develop a heuristic method for discovering and sorting material; to control specific paragraph and essay models; and to control the high frequency features of an acceptable written dialect. These objectives were fulfilled in incremental stages with exercises based on tag-

memic substitution and embedding at several levels of structure and with pre-writing exercises involving oral discussion, debates, and speeches. Preliminary results indicate that the program produces writing competency and can be modified to deal with different kinds of writing. (Author/JM)

0427 ED 026 404
Demarest, David P., Jr.
Freedom to Write: A Composition Course For Ghetto Adults.
National Council of Teachers of English, Champaign, Ill.
Pub Date—Dec 68
Note—4p.
Journal Cit—College Composition and Communication; v19 n5 p312-15 Dec 1968
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Disadvantaged, *English Instruction, *Higher Education, Teaching Methods, *Writing Skills
A teacher of English composition analyzes a few examples of written compositions given him by a class of adult job trainees, the majority of whom are of ghetto high school background. By concentrating on the positive aspects of their efforts and deemphasizing rigid grammatical mechanics which tend to inhibit their expression, he discovers that his students have a desire to write, as well as an abundance of natural creativity. (CW)

0428 ED 017 888
COATES, ROBERT H., ED.
OPERATION ALPHABET 2, PART TWO.
Pub Date—67
Note—1p.
Document Not Available from EDRS.
Descriptors—*Adult Basic Education, *Instructional Materials, *Reading Development, *Vocabulary Development, *Writing Exercises
OPERATION ALPHABET 2 CONSISTS OF NINETY LESSONS FOR ADULTS LEARNING TO READ AND WRITE, IN TWO VOLUMES. PART TWO CONTAINS LESSONS 41 THROUGH 90. ALTHOUGH THE LESSONS ARE PLACED IN A SEQUENTIAL DEVELOPMENT, EACH VOLUME HAS ITS OWN TABLE OF CONTENTS AND GLOSSARY SO THAT THEY CAN BE USED EITHER SINGLY OR TOGETHER. EACH LESSON CONTAINS NEW WORDS, A STORY, READING EXERCISES, AND WRITING PRACTICE. LESSONS CONTAIN INFORMATION ABOUT GOING TO THE DENTIST, REGISTERING TO VOTE, AND PLANNING A VACATION. THERE ARE STORIES ABOUT AMERICAN HISTORY AND PEOPLE AND EVENTS THAT HAVE CONTRIBUTED TO IT. THIS DOCUMENT IS AVAILABLE FROM NOBLE AND NOBLE, PUBLISHERS, INC., 750 THIRD AVE., NEW YORK 10017. 160 PAGES. (AJ)

0429 ED 017 887
COATES, ROBERT H., ED.
OPERATION ALPHABET 2, PART ONE.
Pub Date—67
Note—1p.
Document Not Available from EDRS.
Descriptors—*Adult Basic Education, *Instructional Materials, *Reading Development, Vocabulary Development, *Writing Exercises
OPERATION ALPHABET 2 CONSISTS OF NINETY LESSONS FOR ADULTS LEARNING TO READ AND WRITE, IN TWO VOLUMES. PART ONE CONTAINS LESSONS ONE THROUGH 40. ALTHOUGH THE LESSONS ARE PLACED IN A SEQUENTIAL DEVELOPMENT, EACH VOLUME HAS ITS OWN TABLE OF CONTENTS AND GLOSSARY SO THAT THEY CAN BE USED EITHER SINGLY OR TOGETHER. EACH LESSON CONTAINS NEW WORDS, A STORY, READING EXERCISES, AND WRITING PRACTICE. LESSONS CONTAIN INFORMATION ABOUT SUCH ASPECTS OF DAILY ADULT LIFE AS APPLYING FOR A JOB, PAYING TAXES, MANAGING A HOUSE, AND SHOPPING. THERE ARE STORIES ABOUT AMERICAN HISTORY AND PEOPLE AND EVENTS THAT HAVE CONTRIBUTED TO IT. THE DOCUMENT IS AVAILABLE FROM NOBLE AND NOBLE, PUBLISHERS, INC., 750 THIRD AVE., NEW YORK 10017. 128 PAGES. (AJ)

0430 ED 017 886
COATES, ROBERT H., ED.
OPERATION ALPHABET 2, TEACHER'S GUIDE.
Pub Date—67
Note—1p.
Document Not Available from EDRS.
Descriptors—*Adult Basic Education, *Instructional Materials, Paragraph Composition, Reading Comprehension, *Reading Development, Silent Reading, *Teaching Guides, *Teaching Methods, Vocabulary Development, Writing Exercises
STEPS IN TEACHING EACH LESSON IN OPERATION ALPHABET 2, A SERIES OF WORKBOOKS FOR ADULTS LEARNING TO READ AND WRITE, ARE OUTLINE-STIMULATING INTEREST, NEW WORDS, SILENT READING, QUESTIONING FOR COMPREHENSION, REEXAMINATION OF NEW WORDS, READING EXERCISES, WRITING PRACTICE, AND PARAGRAPH WRITING. LESSON PLANS FOR BOTH VOLUMES ARE INCLUDED. THIS DOCUMENT IS AVAILABLE FROM NOBLE AND NOBLE, PUBLISHERS, INC., 750 THIRD AVE., NEW YORK 10017. 140 PAGES. (AJ)

0431 ED 017 885
COATES, ROBERT H., ED.
OPERATION ALPHABET 1, TEACHER'S GUIDE.
Pub Date—67
Note—1p.
Document Not Available from EDRS.
Descriptors—Ability Grouping, *Adult Basic Education, *Beginning Reading, *Instructional Materials, Reading Rate, *Teaching Guides, *Teaching Methods, Vocabulary Development, Writing Exercises
THE TEACHER'S GUIDE PROVIDES SUGGESTIONS FOR INTRODUCING EACH OF THE 100 LESSONS IN OPERATION ALPHABET 1, A WORKBOOK TO HELP ADULTS LEARN TO READ AND WRITE. IT LISTS MATERIALS NEEDED, AND OUTLINES THE PRESENTATION AND WRITING PRACTICE. AN INTRODUCTORY SECTION COVERS ABILITY GROUPING WITHIN A CLASS, READING RATES, AND GUIDEPOSTS TO GOOD TEACHING OF ADULTS. THE DOCUMENT IS AVAILABLE FROM NOBLE AND NOBLE, PUBLISHERS, INC., 750 THIRD AVE., NEW YORK 10017. 137 PAGES. (AJ)

0432 ED 017 884
COATES, ROBERT H., ED.
OPERATION ALPHABET, 1.
Pub Date—67
Note—1p.
Document Not Available from EDRS.
Descriptors—*Adult Basic Education, *Beginning Reading, *Instructional Materials, *Vocabulary Development, *Writing Exercises
OPERATION ALPHABET 1 IS THE FIRST OF A SERIES OF WORKBOOKS PLANNED TO HELP ADULTS LEARN TO READ AND WRITE. EACH OF THE 100 LESSONS DEVELOPS ONE IDEA OF INTEREST TO ADULTS, EMPHASIZING KEY WORDS AND PRACTICE WRITING EXERCISES. WORDS USED IN THE LESSONS ARE DEFINED AT THE END OF THE BOOK. THIS DOCUMENT IS AVAILABLE FROM NOBLE AND NOBLE, PUBLISHERS, INC., 750 THIRD AVE., NEW YORK 10017. 128 PAGES. (AJ)

GIFTED WRITERS

0433 ED 197 358

London, Charlotte I.

Mainstreaming: Implications for the Learning of Language, Literature, and Composition.

Pub Date—Mar 79

Note—9p.; Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (11th, Hartford, CT, March 23-25, 1979).

Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Language, *Disabilities, Elementary Secondary Education, English Instruction, *Gifted, Grouping (Instructional Purposes), *Language Acquisition, Language Arts, *Literature Appreciation, *Mainstreaming, Teaching Methods, *Writing (Composition)

Mainstreaming students means moving them out of segregated learning environments in special education classes and integrating them into regular classes with "normal" children. Mainstreaming also has relevance to gifted children. Both gifted and handicapped students are searching for meaning, for which the primary source is language. The main medium for transmitting meaning from one generation or culture to another is language through literature. Mainstreaming has many implications for the learning of language, literature, and composition. For example, every child enters a classroom with his or her own lexicon of the English language. Mainstreaming both handicapped and gifted children increases the diversity of the classroom--teachers should capitalize on the wealth of students' language. Such diversity also allows for the use of peer tutors and in mainstreamed classes, low, average, and high achievers can be praised for positive contributions to the class. In light of such diversity, random grouping is recommended to explore themes in literature. Instead of teaching language, literature, and composition as separate subjects, efforts should be made to teach for transfer from one area to another. For example, the nature of mainstreamed classrooms necessitates the structuring of composition instruction in a developmental sequence of language skills. (HTH)

0434 ED 196 185

Le Storti, Anthony J. And Others

Project ALPHA (Advanced Learning Program in the Humanities and Arts): Creative You and Poetry. A Study Unit Designed for Education of the Gifted in the Humanities and the Arts.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—80

Note—32p.; For related information, see EC 131 307-311.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Creative Development, *Creative Writing, *Gifted, Intermediate Grades, Language Arts, Middle Schools, *Poetry

Identifiers—*Project ALPHA

Designed for use with gifted students in grades 6 through 8, the unit deals with suggestions for developing creativity through writing poetry. It is explained that the focus is on helping students recognize their own creativity before teaching poetry skills. Information on objectives, materials, and presentation methods is presented for the following lessons: you and creativity (limericks); what is poetry; word selection; poetry and movement; concrete poetry; snowball (a device for the creative use of language in which words are set down in progression); and a final workshop and writeup. (CL)

0435 ED 196 183

Le Storti, Anthony J. And Others

Project ALPHA (Advanced Learning Program in the Humanities and Arts): Language. A Study Unit Designed for Education of the Gifted in the Humanities and the Arts.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—80

Note—22p.; For related information, see EC 131 307-312.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, Creativity, *Gifted, High Schools, Junior High Schools, Language, Language Arts, *Language Enrichment, Language Skills, *Language Styles, Learning Activities, Middle Schools

Identifiers—*Project ALPHA

The unit on language is designed for presentation to middle school, junior high, and senior high gifted students. Information on objectives, materials, and presentation guidelines is presented for eight lessons on the following topics: purposes and process of language, successful/unsuccessful communication, precise/imprecise communication, connotation, image and language style, and creativity in language. (CL)

0436 ED 193 657

Diamond, Irene M., Ed. And Others

A Guide to Helping the Gifted Student Write.

Wisconsin Univ., Madison.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—80

Note—51p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academically Gifted, Annotated Bibliographies, Elementary Secondary Education, *Learning Activities, Teaching Guides, Teaching Methods, *Writing (Composition), *Writing Instruction

Identifiers—*Blooms Taxonomy, Wisconsin Writing Project

This booklet on teaching composition to gifted students in kindergarten through grade 12 begins by defining the term, "gifted student," and stressing the importance of a good writing curriculum to those students. It then discusses (1) guidelines for creating a writing program for gifted students; (2) Benjamin Bloom's taxonomy applied to the writing process; (3) assessing growth in the gifted student's writing; (4) purposes for writing expressive, referential, literary, and persuasive forms; and (5) essay writing for gifted and talented students. An annotated bibliography lists extensive resources for teachers of gifted students. (AEA)

0437 ED 191 086

Vida, Louisa Kramer

Poetry Activities for Gifted Middle School Age Children.

Pub Date—Feb 80

Note—13p.; Paper presented at the Annual Meeting of the Southeastern Regional Conference of the International Reading Association (5th, Nashville, TN, February 6-9, 1980).

Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, *Creative Writing, Elementary Secondary Education, *Gifted, *Learning Activities, *Literature Appreciation, Middle Schools, Performance Con-

tracts, *Poetry, *Units of Study

Following a brief discussion of the value of poetry for gifted children, this paper outlines activities in a poetry unit for gifted children of middle school age. Addressed directly to students, the unit is divided into the following sections: (1) a list of behavioral objectives, which relate to responding to poetry, understanding poetic conventions, and writing poetry; (2) a test of students' knowledge about poetry, designed to be used as both a pretest and a posttest; (3) a list of ten activities involving reacting to the ideas in specific poems; (4) a list of 30 activities involving responding to the language in specific poems; (5) a list of six poetry writing activities; and (6) a description of a culminating activity in which the class creates a class poetry book. The paper also includes a list of poems to be read in the unit and a bibliography of poetry anthologies and books about English instruction. (GT)

0438 ED 189 633

Apple, N. C. Tierney, P. O.

Two Studies of Composition and Literature Objectives for Gifted and Academically Talented Pupils.

Pub Date—79

Note—24p.; Research prepared at the University of Pittsburgh.

Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Course Content, *Course Objectives, *Educational Research, *English Instruction, *Gifted, *Literature, Parent Attitudes, Secondary Education, Student Attitudes, Teacher Attitudes, *Writing (Composition)

A study of the goals of an accelerated composition and literature curriculum was subdivided into a "concurrence" strand designed to determine the agreement on course objectives by students, parents, and teachers, and an "attainment" strand to determine the extent to which students attained existing objectives. The study involved 269 tenth and eleventh grade students enrolled in an accelerated English program and 89 parents and teachers. After a pilot study, five course goals were defined for composition (composing/organizing, expository writing, mechanical skills, expressive/imaginative writing, and vocabulary development) and five for literature (literature as it reflects society, analysis of the author's craft, affective appreciation, evaluation, and personal relevance). A free-response instrument required participants to list important course objectives that were later tabulated and categorized under the ten goals. To measure their attainment, students took standardized vocabulary and reading comprehension tests and wrote expository themes. In addition, the themes of a sample of seven gifted pupils were examined for syntactical maturity. Responses showed significant agreement among the groups surveyed on course goals and satisfactory levels of student achievement. The mean scores of the seven gifted students showed a high level of attainment. The findings suggest that parents are a rich source of information and support in formulating or revising programs and that teachers were more interested in developing composition skills than in the literature program. (AEA)

0439 ED 175 046

Beginning an Advanced Placement Course in English Language and Composition.

College Entrance Examination Board, Princeton, N.J.

Pub Date—79

Note—51p.

Available from—College Board Publications Orders, Box 2815, Princeton, New Jersey 08541 ($1.00)

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Advanced Placement Programs, Course Descriptions, *Curriculum Development, *English Instruction, *Grammar, Secondary Education, Teaching Guides, *Writing (Composition), *Writing Skills

The purpose of this booklet is to aid those teachers who wish to begin a course in advanced placement English language and composition. Five sections are included that outline different ways of organizing a course in language and composition. The topics discussed are: aims and modes in writing; semantics, structure, and style; argument and rhetoric; a thematic approach; and a multidisciplinary approach. All are based on general topics and include both the study of the process of writing and the reading and analysis of varieties of discursive prose. The appendixes include sample exercises and assignments and a bibliography for teachers. (MKM)

0440 ED 124 961

English 291, 292, and 293–Advance Program: Man's Power with Words.

Jefferson County Board of Education, Louisville, Ky.

Pub Date—72

Note—105p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*English Instruction, *Gifted, Grade 9, Grammar, *Language Arts, *Literature Appreciation, Secondary Education, Vocabulary Development, Writing Skills

For those students who qualify, the Advance Program offers an opportunity to follow a stimulating curriculum designed for the academically talented. This guide for ninth grade English was developed to broaden the student's skill and understanding of the history of the English language, composition, grammar, vocabulary development, and literature. Specific aims are identified at the beginning of each course and units of study contain lists of words for vocabulary development. In literature study, students explore and discuss the works of notable writers who have used language in a masterful and highly disciplined manner: Plato, Homer, Swift, Shakespeare, Shaw, Orwell, and others. (JM)

0441 ED 124 960

English 391, 392, and 393–Advance Program: Man Learns to Communicate His Ideas.

Jefferson County Board of Education, Louisville, Ky.

Pub Date—72

Note—105p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Communication (Thought Transfer), *English Instruction, *Gifted, Grade 10, Grammar, *Language Arts, *Literature Appreciation, Secondary Education, Semantics, Vocabulary Development, Writing Skills

For those students who qualify, the Advance Program offers an opportunity to follow a stimulating curriculum designed for the academically talented. This guide for tenth grade English was designed to help the student learn to appraise both the scientific and the aesthetic facets of language and to view the specific and general interactions between language and civilization. Units in the guide emphasize the areas of language, literature, and composition and their interrelationships. The linguistic approach to the history of language (begun in ninth grade) is extended, with a practical, contemporary application of semantics. (JM)

0442 ED 124 959

English 591, 592, and 593–Advance Program: Images of Man.

Jefferson County Board of Education, Louisville, Ky.

Pub Date—73

Note—117p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*English Instruction, *English Literature, Expository Writing, *Gifted, Grade 12, *Language Arts, *Literature Appreciation, Secondary Education, United States Literature, Writing Skills

For those students who qualify, the Advance Program offers an opportunity to follow a stimulating curriculum designed for the academically talented. The purposes of the course outlined in this guide for twelfth grade English are to bring the previous three years' studies in Advance Program English to a meaningful culmination; to provide a challenging, practical, college-level course of study that includes the traditional twelfth grade experiences in English literature; to expand these experiences to include representative literature that offers a world view of the universality of human experience; and to prepare students adequately for advanced placement in college. The introductory unit on the history of the English language reinforces ninth and tenth grade linguistic studies and provides experiences designed to bring the students to a realization of the dynamic character of their language–from Beowulf and Chaucer to Eliot and Shaw. The units include exercises in expository writing in correlation with the literature studies so that the students can discover their basic deficiencies and strengthen their skills. (JM)

0443 ED 124 958

English 491, 492, and 493–Advance Program: Man's Struggle to Maintain His Personal Dignity.

Jefferson County Board of Education, Louisville, Ky.

Pub Date—72

Note—110p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*English Instruction, *Gifted, Grade 11, Grammar, *Language Arts, *Literature Appreciation, Secondary Education, *United States Literature, Vocabulary Development, Writing Skills

For those students who qualify, the Advance Program offers an opportunity to follow a stimulating curriculum designed for the academically talented. This guide for eleventh grade English focuses on the study of literature which concerns itself with the individual's attempt to maintain personal dignity in the struggles against universal forces–social forces, forces within the individual, and prejudice. Particular attention is given to economic, political, social, and philosophical movements which have influenced American writers throughout the country's literary development and to writers selected for their unique, innovative use of topics and styles that distinguish American literature from other Western literature. (JM)

0444 ED 113 731

Schulkind, Carole Marks

Ad Astra: Creative Writing for the Gifted Secondary School Student.

Pub Date—Oct 75

Note—42p.; Paper presented at the Annual Conference of the New York State English Council (25th, Buffalo, October 9-11, 1975); A description of the Board of Cooperative Educational Services (BOCES) Institutes held in Suffolk County, N.Y.

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Creative Writing, Drama, Editing, Educational Games, English Instruction, *Gifted, *Learning Activities, Lesson Plans, Literary Criticism, Playwriting, Program Descriptions, Secondary Education, *Summer Programs, *Workshops, *Writing Exercises

This paper gives an overview of the creative writing program at BOCES III Institute for Gifted and Talented Youth during the 1974 and 1975 summer sessions. There were five major activity areas in the workshop: training in sensory awareness; writing, accompanied by criticism and revision; editing and publishing a book; literary analysis; and writing and performing drama. Various games, activities, and instructional techniques and materials for helping the students become proficient in each of these areas are described. The three appendixes include such materials as lesson plans, assignments, and samples of student work. (TS)

COMPUTERS AND WRITING

0445 ED 198 530

Horodowich, Peggy Maki

Developing Stylistic Awareness on the Computer: A Tagmemic Approach.

Pub Date—Nov 79

Note—9p.; Paper presented at the Annual Meeting of the Midwest Modern Language Association (21st, Indianapolis, IN, November 8-10, 1979).

Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College English, *Computer Assisted Instruction, *Computer Programs, Higher Education, *Literary Styles, Tagmemic Analysis, *Writing Exercises, *Writing Instruction, Writing Processes, *Writing Skills

The format of the Instruction Dialogue Author Facility (IDAF) computer program has been applied to teaching clause analysis in college writing classes. The IDAF program exercises a great deal of control over a writing student's progression through lessons. Each of the writing lessons consists of one or more exchanges between the instructor and the student. The IDAF program also stores statistics on individual lessons and permits instructors to revise lessons or to append materials for students with special needs. The format of the lessons is clause analysis, reflecting theory and practice related to tagmemic analysis. To encourage the composition process on the computer, students are asked to make use of subordinators to create complex and compound-complex sentences. Through this clause analysis approach to writing, students understand the options they have in creating their writing styles, options ranging from the centrality of the verb to the structure of information in cumulative or periodic sentence structures. Further, these students begin to see how to expand informational content by yoking closely related thoughts together by adding words or clauses that modify, explain, describe, or add details to propositions. (Appendixes provide examples from the lessons in the program.) (RL)

0446 ED 196 014

Schwartz, Helen J.

Teaching Stylistic Simplicity with a Computerized Readability Formula.

Spons Agency—Oakland Univ., Rochester, Mich.

Pub Date—[80]

Note—14p.; Paper presented at the International Meeting of the American Business Communication Association (Washington, DC, December 1980).

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Educational Research, *Feedback, Higher Education, Literary Styles, *Readability, Readability Formulas, *Technical Writing, *Writing Instruction, *Writing Research, Writing Skills

Identifiers—*Stylistics

A study was conducted to test whether quantitative feedback would help students write with the stylistic simplicity appropriate to their audience and purpose without sacrificing other elements of good writing. Two business and technical writing classes received identical reading assignments, classroom activities, and writing assignments; but one class got feedback on their writing from a computerized readability formula, the Simplified Test Approach for Readability (STAR), which was based on the Flesch readability formula. Five assignments were tested in all, and a nine-point scale was used to assess appropriateness of stylistic simplicity. The results were suggestive but not conclusive. The overall achievement of students in the STAR group correlated more positively with scores on the stylistic simplicity scale than did the achievement of students in the control group. However, the control group scores on the stylistic simplicity scale were not highly predictive of overall achievement. That is, the control group students may have mastered stylistic simplicity, but their learning did not consistently correlate with overall achievement. Further analysis suggested that feedback to students about grade level equivalents in readability may have accounted for the relation of overall achievement to stylistic simplicity. (RL)

0447 ED 193 693

Burns, Hugh

A Writer's Tool: Computing as a Mode of Inventing.

Pub Date—Oct 80

Note—11p.; Paper presented at the New York College English Association Conference (Saratoga Springs, NY, October 3-4, 1980).

Pub Type— Guides - Classroom - Teacher (052) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Higher Education, Man Machine Systems, Secondary Education, *Writing (Composition), *Writing Instruction

Identifiers—*Invention (Rhetorical)

Computer assisted instruction can be used for stimulating rhetorical invention in English composition. The computer program is responsible for the direction of the inquiry and the motivational sequence while the writer is responsible for the content. The resulting interaction raises to the conscious level what writers already know about their subjects and makes them write down their ideas. The computer programs also have the ability to ask questions to which writers don't yet know the answers. Such dialogues, by generating some dissonance, prompt writers to articulate problems that the computer-cued interaction uncovers. The computer can also provide approximately 560 conference hours teaching invention as well as print students' copies of their interactions. Computer tasks need not be a pedagogical bed of drill and practice sequences alone, but can be a creative, open-ended, problem solving application of instructional computing. (HOD)

0448 ED 190 167

RSVP: Feedback Program for Individualized Analysis of Writing. Manual for Faculty Users, Part I: Analyzing Students' Writing.

Miami-Dade Community Coll., Fla.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Pub Date—[79]

Note—77p.; Pages I.5-I.11 of the original document have been deleted due to irreproducibility

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Community Colleges, *Computer Assisted Instruction, *Diagnostic Teaching, Feedback, *Student Evaluation, Two Year Colleges, *Writing (Composition), *Writing Instruction, Writing Skills

Identifiers—*Response System with Variable Pre-

scription

As an aid to Miami-Dade Community College's writing instructors, this report describes the use of the Response System with Variable Prescription (RSVP) Program for Immediate Analysis of Writing, a software package designed to produce feedback statements in the form of personalized letters that reinforce student learning and help correct writing errors. The report first outlines the history of the RSVP Program and then describes the four levels of feedback statements provided by the system; levels A (basic), B (intermediate), and C (superior) provide corrective prescriptions for 156 mechanical and rhetorical errors, and level P (primary) provides non-prescriptive explanations of basic writing concepts such as sentence structure, verb tense, and the use of pronouns. Examples of feedback letters generated by the RSVP system, including welcome letters, assignment feedback letters, status reports, and final reports, are then presented, followed by guidelines to be used in determining the appropriate level of feedback for each student. The report concludes with examples of student essays representing each level of writing skill. Accompanying each essay is an illustriation of an appropriately marked computer card, and an example of the kind of feedback letter the student would receive. (JP)

0449 ED 183 196

Jaycox, Kathleen M.

Computer Applications in the Teaching of English. The Illinois Series on Educational Application of Computers, No. 19e.

Illinois Univ., Urbana. Dept. of Secondary Education.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Pub Date—79

Note—57p.; For related documents, see IR 008 123-139.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Computer Managed Instruction, Computer Programs, *English Education, Guidelines, Inservice Teacher Education, Preservice Teacher Education, Programing Languages, Simulation, Teaching Methods

This paper is written to familiarize present and future English teachers with the current status of computer assisted instruction (CAI) in the teaching of English. Addressed both to practicing teachers who have little understanding of computers, and English education majors with computer science minors, it deals with programs written in BASIC. The first section is concerned with current attitudes about computers among English teachers, the need for computer literacy, and humanistic concerns regarding computers. The following section focuses on methodology in the teaching of English apart from any form of CAI. The final five sections deal with various aspects of instructional applications of computers which could augment the methods already described. Following each section is a list of suggested projects and activities which vary according to the learner's experience in teaching and/or programming. (Author/CMV)

0450 ED 179 086

Ornan, Uzzi

Generating and Transforming by a Computer without a Dictionary.

Pub Date—78

Note—13p.

Available from—University of Cambridge, Literary and Linguistic Computing Centre, Sidgwick Site, Cambridge CB3 9DA, England

Journal Cit—Association for Literary and Linguistic Computing Bulletin; v6 n3 p280-91 1978

Pub Type— Reports - Descriptive (141) — Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computational Linguistics, *Computer Assisted Instruction, Computer Programs, Educational Technology, *Generative Grammar, Grammar, *Hebrew, Information Processing, Language Patterns, *Language Processing, Linguistic Theory, Machine Translation, *Programing Languages, Second Language Learning, Sentence Structure, Syntax, Verbs

The ability of the computer to generate output not included in the input may be used for linguistic as well as for computational input. The ability to accept linguistic data and process it according to a certain program seems to be a promising field for investigation. Progress in this field may strengthen the assumption that the computer can be considered as a model for at least that part of the human brain that contains "knowledge of language(s)." If, for example, a program can be written for all inflected forms (in an inflectional language), when the input is an entry-word, the program will be stronger than any published conjugation chart. In programs for generating or transforming sentences, well-built sentences that have never before been heard or written may be generated without any restriction. Students may explore the field for themselves in an inductive way with the computer acting as a reliable "informer." As an illustration of the preceding, two examples are given for the generating ability of the computer: inflection Hebrew verbs and the extraposition transformation of Hebrew sentences. An explanation is given for each example as well as charts printed by the computer. Programs such as these might be useful for students of foreign languages. It is suggested that they might also show how far a computer can help to formulate grammar. (AMH)

0451 ED 165 710

Wisher, Robert A.

Improving Language Skills by Computer.

Pub Date—Mar 78

Note—7p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see ED 160 072

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, *Instructional Development, Instructional Systems, *Language Arts, Military Training, Multimedia Instruction, *Reading Skills, *Remedial Instruction, *Writing Skills

This paper reviews and illustrates what the computer offers the field of language arts. Two different approaches to computer assisted reading instruction available at the Naval Training Center in San Diego--the subskills and the holistic approaches--are described. The implications of computer assisted instruction for writing instruction are outlined and several specific approaches are suggested, including one presently in development. It is argued that the computer offers the language arts field a versatile device for evaluating and improving language skills; and that there is even greater potential for future development. (VT)

0452 ED 162 324

Briand, Paul L., Jr.

Technology in the Teaching of Composition.

Pub Date—78

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiovisual Instruction, *Computer Assisted Instruction, *Educational Media, Educational Technology, *Electronic Equipment, *English Instruction, Higher Education, Multimedia Instruction, Slides, Teaching Methods, *Videotape Recordings, *Writing Skills

The use of technology in teaching composition, which has increased in recent years, began with a few filmstrips on grammar. Then slide-tape presentations were used to stimulate writing, and overhead projectors helped in evaluating writing in class. Now, videocassettes are used to record commonly repeated minilectures and minilessons on spelling, punctuation, and other topics. Also, an electronic typewriter hooked up to a television screen is available for use in teaching spelling and to emphasize particular words in a sentence or particular parts of a word. An improvement on this would be to add color, keyed to specific parts of speech, so that the function of nouns, verbs, adjectives, and adverbs could be easily demonstrated. Computer-assisted instruction is being used to analyze compositions in terms of spelling, punctuation, grammatical errors, and other mechanical aspects of writing. Also, a computer can count the frequency of various types of clauses, phrases, verbs, and sentences so that writers can discover ways to increase the variety in their writing. Such mechanical analyses free the instructor to discuss such matters as selection of topic, narrowing to thesis, organization and development, and usage and style. (TJ)

0453 ED 155 676

Block, Karen K. McCaslin, Ellen S.

Using CAI to Teach Vocabulary Concepts.

Pub Date—May 78

Note—40p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, Educational Media, Educational Strategies, Educational Technology, Higher Education, *Instructional Design, *Programed Instruction, Teaching Machines, *Vocabulary Development, *Vocabulary Skills

A project dealing with the development of computer-assisted instructional materials to teach new vocabulary words to college students is discussed in this paper. Seven different instructional modules for teaching new words are being developed at the University of Pittsburgh; they are entitled: define, word relations, classify, words in context, create, word line, and equivalents. The first three modules are discussed at some length in the paper and computer exercise routines are given. The remaining four modules are sketched briefly along with a summary of computer techniques. The research design, still in process at the time of writing, is described. The experimenters expect that there will be both specific and indirect methods effects in their program of vocabulary instruction. Several computer exercise routines are included. (JF)

0454 ED 154 337

Brown, Francis J.

A Computer Calculated Index.

Pub Date—Apr 78

Note—15p.; Paper presented at the Annual Meeting of the American Business Communication Association (Dayton, Ohio, April 7-8, 1978)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Communication, Class Activities, *Computer Assisted Instruction, *Computer Programs, Higher Education, *Readability, *Readability Formulas, Teaching Methods, Technical Writing, *Writing (Composition)

Identifiers—*Gunning Fog Index

The Gunning Fog Index of readability indicates both the average length of words and the difficult words (three or more syllables) in written material. This document describes a business communication course at Wayne State University in which students calculate the Gunning Fog Index of two of their writing assignments with the aid of the university's computer. This activity provides variety in the course and warns students when their writing is difficult to read. A step-by-step procedure for calculating the Gunning Fog Index by using four computer programs is described. The four programs are appended. (RL)

0455 ED 148 430

Sasscer, Monica Flynn

1976-77 TICCIT Project. Final Report.

Northern Virginia Community Coll., Annandale.

Pub Date—[77]

Note—150p.; Not available in hard copy due to marginal legibility of original document. Tables 8-11, 16A-16B/3, and Appendices D-E have been deleted due to poor reproducibility; The TICCIT project was conducted at the Alexandria campus

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, *College Freshmen, Community Colleges, *Computer Assisted Instruction, Cost Effectiveness, Curriculum Development, *English Instruction, Grading,

Learning Modules, *Mathematics Instruction, *Program Evaluation, Questionnaires, Student Attitudes, Teacher Attitudes, Teacher Role, *Two Year Colleges

Northern Virginia Community College began utilizing a Time-Shared Interactive Computer-Controlled Information by Television (TICCIT) system in 1974 to present the entire course material for English 110 (College Grammar), Math 06 and 07 (Basic Algebra I and II), portions of English 111 (English Composition), and Math 182 and 183. Findings by the college and the Educational Testing Service (ETS) indicate: faculty members who taught in the TICCIT system were released from most preparation and administrative activities and could spend more time with the individual student, since tests, teaching modules, and grades were stored in the computer; no significant differences appeared in student performance among the TICCIT, lecture, and work book sections; non-TICCIT faculty were evenly divided in positive/negative attitudes toward the system; TICCIT faculty held generally positive attitudes; cost analysis findings were inconclusive; and future development and usage of TICCIT depends greatly upon faculty interest and awareness. Lengthy appendices present information regarding TICCIT instructional module development, TICCIT authoring capability, course revisions, statements and qualifications by TICCIT and non-TICCIT faculty, various survey instruments, faculty training, and student attitude survey. (LH)

0456 ED 127 611

Zoller, Peter T.

Composition and the Computer.

Pub Date—75

Note—7p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Course Descriptions, *English Instruction, *Grammar, Higher Education, Programed Instruction, *Remedial Instruction, *Syntax, Writing (Composition), *Writing Skills

The precise needs of the composition program at the University of California at Riverside prompted the experimental use of twelve grammar and syntax computer programs in a remedial English course. For this experiment, fifteen students, ranging in class level from a third-quarter freshman to a fourth-quarter senior, completed at least one program a week on the computer and also met once a week with the instructor for a two-hour writing workshop. Although accurate assessment of the experiment's effect upon student writing was not possible, student reaction to the course was favorable and included requests for the development of punctuation programs. (JM)

0457 ED 122 309

Michael, Gary Sliger, Mary

Language Arts Routing System (LARS) Instructor's Manual. Community College English Project.

Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Feb 76

Contract—US-NSF-C-723

Note—42p.; Some pages may reproduce poorly due to small type

Available from—Plato Publications, Computer-based Education Research Laboratory, 252 Engineering Research Laboratory, University of Illinois, Urbana, Illinois 61801 ($2.50 prepaid)

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basic Skills, *College English, *Computer Assisted Instruction, *Guides, Higher Education, *Language Arts, *Remedial Instruction, *Remedial Programs

Identifiers—*Language Arts Routing System, LARS, PLATO IV

Implemented on the PLATO IV computer-assisted instruction facility located at the University of Illinois at Urbana-Champaign, the Language Arts Routing System (LARS) is a package of lessons and tests designed to provide remedial training in certain basic language arts skills. LARS is a system which may be used by itself or as an adjunct to regular in-class instruction. By taking over the responsibility of diagnosing and treating basic skill deficiencies, the computer allows the instructor to devote more time to less didactic, more rewarding teaching activities which require a higher degree of human interaction. This document describes LARS; provides a rationale for the system; describes the functions of the instructor, including entering the course roster, specifying the curriculum sequence, monitoring student progress, reading and writing notes, and prescribing supplementary aid; describes the LARS curriculum, including spelling, word usage, grammar, and punctuation; discusses student performance data, including the progress report, diagnostic test scores, and lesson data; and describes student views of LARS. (TS)

0458 ED 122 308

Jordan, Pauline And Others

Community College English Lesson Index.

Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Feb 76

Contract—US-NSF-C-723

Note—111p.

Available from—Plato Publications, Computer-based Education Research Laboratory, 252 Engineering Research Laboratory, University of Illinois, Urbana, Illinois 61801 ($2.50 prepaid)

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Basic Skills, Capitalization (Alphabetic), *College English, *Community Colleges, *Computer Assisted Instruction, *Course Descriptions, Editing, *English Instruction, Grammar, Poetry, Research, Spelling, *Teaching Methods, Vocabulary, Writing (Composition)

Identifiers—Community College English Project, PLATO

This catalog contains brief descriptions of the PLATO lessons that are available under the coordination of the Community College English Project. It is designed to serve instructors as a guide for incorporating PLATO courseware into their teaching activities. Each course entry includes a file name (for on-line access), descriptive title, author's name, objective, description, student time, grade level, and subject area, and many include special notes. Courses deal with capitalization, composition, editing, grammar, poetry, punctuation, research, spelling, usage, vocabulary, and miscellaneous. (LL)

0459 ED 099 887

Wittig, Susan

Three Behavioral Approaches to the Teaching of College-Level Composition: Diagnostic Tests, Contracts, and Computer-Assisted Instruction.

Pub Date—74

Note—14p.; Paper presented at the Annual Conference on Research and Technology in College and University Teaching (2nd, Atlanta, November 14-16, 1974)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, *Computer Assisted Instruction, *Contracts, *Diagnostic Tests, English Instruction, Essays, Grammar, Higher Education, *Individualized Instruction, Paragraph Composition, Sentence Structure, Writing (Composition), *Writing Skills

The obvious necessity for a freshman English course which is geared to the individual student's needs, prior preparation, and writing behavior prompted the formation of an experimental course at the University of Texas. Three major components--diagnostic tests, contracts, and computer-assisted instruction--provide the framework for a student-centered, individualized, and self-paced course design. Using the results of a diagnostic test (with grammar, sentence-combining, and essay sections), the instructor outlines the student's course of study as sentence, paragraph, and essay objectives. This outline serves as the student's personal course syllabus and contract. Upon completion of the contract and demonstration of competence in each of the objective areas, the student is finished with the course. The student's progress and later review are facilitated through use of seven instructional computer modules which may be used as unit supplements, independent units supplemented by a handbook, or review units. (JM)

0460 ED 083 816

Dunwell, Stephen And Others

Report on WRITE; A Computer Assisted Instruction Course in Written English Usage.

Shared Educational Computer System, Inc., Poughkeepsie, N.Y.

Pub Date—Jan 72

Note—40p.

Available from—Shared Educational Computer System, Inc., 50 Market Street, Poughkeepsie, New York 12601 ($2.18)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, Educational Research, Grade 5, Grade 6, Grade 7, Grade 8, *Individualized Instruction, Intermediate Grades, Middle Schools, *Remedial Instruction, Remedial Programs, Socioeconomic Status, *Spelling, *Spelling Instruction, Teaching Machines

Identifiers—Coursewriter Programing Language, Lincoln Intermediate Spelling Test, Orthography, Poughkeepsie Middle School NY

A computer-assisted instructional (CAI) course, WRITE, was used at the Poughkeepsie, New York, Middle School to help 5th through 8th graders with spelling and word usage problems. The course used the Coursewriter III language and an IBM System/360 computer; students received self-paced instructional programs at typewriter terminals. All teaching was done by examples, the stress was on spelling patterns rather than individual words, and the goal was to have students reach a level of acceptable orthography. An experimental-control, pretest-posttest design was employed. Results from the Lincoln Intermediate Spelling Test showed that the experimental group made significantly greater gains. In both control and experimental groups there was no appreciable difference associated with socio-economic status (SES), but there were significant differences between control and experimental groups for all SES levels. In addition, the control groups improved significantly in five of 20 categories of spelling errors, the experimental in 11 of 20. It was concluded that CAI was an efficient means of teaching spelling, that it was sensitive to individual needs, effective for weaker students, and useful for remedial work. (PB)

0461 ED 078 678

Riskin, John

Written Composition and the Computer.

Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—CERL-R-X-31

Pub Date—Sep 71

Note—29p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, Concept Formation, Phonetic Analysis, Program Descriptions, Programed Instruction, Spelling, *Writing (Composition), *Writing Exercises, *Writing Skills

Identifiers—Conceptual Comparator, Phonetic Spelling Judger

Programed instruction is little employed as a medium for teaching people to write effectively. Since composition involves the production of original sentences and current computer facilities are not yet sufficiently powerful to deal with this phenomenon, it is not feasible to have a complete computer-assisted instruction (CAI) writing course. Nevertheless, it is possible to give instruction in many of the basic skills and concepts which precede the final act of writing. To accomplish this, the CAI system must possess two semantic capabilities--those of conceptual comparison and phonetic spelling judgment. Given these, it is possible to construct a hierarchy of composition concepts, of which the following list is an example: audience, purpose, strategy, thesis, research, organization, introduction, transition, conclusion, paragraphs, and sentences. Assuming that the student possesses an entering repertory of skills relevant to each concept, it is possible to develop CAI activities or lessons which will develop those particular skills and thus contribute to his overall ability to write. (Author/PB)

0462 ED 072 632

Freed, Michele Bunderson, C. Victor

Development of an APL Program for Generating Punctuation and Usage Exercises in Freshman English. Technical Report Number 13.

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Dec 71

Note—26p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Freshmen, *Computer Assisted Instruction, *Computer Programs, *English Education, Language, Language Arts, Program Descriptions, *Punctuation

During the years 1968-1971, the Computer-Assisted Instruction Laboratory at the University of Texas at Austin has developed and implemented three major program designs for use in teaching English punctuation and usage. The initial design was a frame-by-frame approach in which each instruction was prepared by the author and coded separately. The second program took the parts of the original program that could be generalized (i.e., the sentences from the quizzes, exercises, and examples) and put them into sentence pools that were referenced by the program. The third program utilized the workable concepts of the second program, added to them, elaborated on them, and translated the entire program into APL (programing language). Comparisons among the features of the three versions are made, and an appendix provides a number of flow charts from the programs. (Author/RH)

0463 ED 036 503

Poteet, G. Howard

The Computer and the Teacher of English.

New Jersey Association of Teachers of English, Newark.

Pub Date—68

Note—4p.

Journal Cit—New Jersey English Leaflet; v29 n1 p3-6 Spr 1968

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Autoinstructional Aids, *Computer Assisted Instruction, Computer Oriented Programs, *Educational Media, *English Instruction, Instructional Innovation, Programed Instruction

Computer assisted instruction deserves serious consideration by the English teacher as a potential contributor to teaching and learning. As a supplement to the teacher, the computer can serve students as a personal tutor. It is no more inhuman than books or recordings, although, like them, it cannot adequately respond to the problems of disturbed, playful, or hostile students. The computer might be used to improve students' reading skills, to aid them in using a variety of sentence patterns in composition, and to provide practice in conventions of standard English. Some potential uses for teachers are in ordering and cataloging instructional materials, surveying student interests, and studying program effectiveness for college or business preparation. [Not available in hard copy due to marginal legibility of original document.] (MF)

0464 ED 028 633

Page, Ellis B. Paulus, Dieter H.

The Analysis of Essays by Computer. Final Report.

Connecticut Univ., Storrs.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1318

Pub Date—Apr 68

Contract—OEC-16-001318-1214

Note—280p.

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Computer Assisted Instruction, Content Analysis, Educational Diagnosis, Educational Technology, Educational Testing, *Essays, Essay Tests, Information Storage, Predictive Measurement, Psychometrics, *Simulation, Statistical Analysis, *Structural Analysis, Student Writing Models, Time Sharing, *Writing Skills

Identifiers—*Project Essay Grade

This study aimed at expanding a new field of educational measurement, by investigating the feasibility of using computer programs for the automatic analysis and evaluation of student writing. Essays written by secondary students in their English classes were rated by multiple independent judges on a number of traits usually considered important: content, organization, style, mechanics, creativity, and overall quality. The essays were key-punched for input to the computer. Computer programs were written to analyze the essays, performing many tests and list lookup procedures, and producing a profile of "proxes" (variables believed to be approximations of important dimensions of the essays). These proxes were then combined through multiple regression to optimize the prediction of the expert judgments. Across various essays, judges, students, and traits, the computer performed about as accurately (in predicting the expert group) as did the typical human judge. Many other dimensions of the problem were examined, including the use of cliches, passive verbs, and syntactic parsing. A plan of attack was outlined for future investigators. (Author)

WRITING IN THE CONTENT AREAS

0465 ED 199 700

Schlawin, Sheila A., Ed.

Writing Right Across the Curriculum, K-12.

Dutchess County Board of Cooperative Educational Services, Poughkeepsie, N.Y.

Pub Date—80

Note—96p.; Photographs may not reproduce clearly.

Available from—Dutchess Co. Board of Cooperative Educational Services, R. D. 1, Box 369 A, Salt Point Turnpike, Poughkeepsie, NY 12601 ($4.50).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Classroom Techniques, Elementary Secondary Education, Inservice Teacher Education, *Interdisciplinary Approach, *Learning Activities, Lesson Plans, Summer Programs, Workshops, *Writing (Composition), *Writing Instruction, Writing Skills

Identifiers—*Writing across the Curriculum

Devised by participants in a summer workshop focusing on writing in the content areas, this guide contains activities for improving writing skills at all grade levels. The various sections of the guide provide the following: (1) a general discussion of teaching writing in all subject areas; (2) ways to use interviews to gather information for use in expository and other kinds of writing; (3) peer interviewing to help develop pieces of writing; (4) useful introductions to group work; (5) journal writing; (6) workshop activities that are adaptable to various grade levels and disciplines; (7) a science fiction unit; (8) lesson plans in observation for all grade levels; (9) ways to teach the use of symbols; and (10) a lesson plan for the building administration. In addition, the guide contains 17 lesson plans for all grades and subject areas. (FL)

0466 ED 199 096

Allen, Rodney F., Ed.

Hardee County Energy Activities - Middle School Level.

Tri-County Teacher Education Center, Sebring, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date—[81]

Note—59p.; Contains occasional light and broken type.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Basic Skills, Elementary Secondary Education, *Energy, Energy Conservation, *Environmental Education, Interdisciplinary Approach, Junior High School Students, *Middle Schools, Science Education, Social Studies, *Writing Exercises, Writing Instruction, *Writing Skills

Described are over 70 activities designed to help students develop writing skills by examining energy issues. Intended for middle school students, the lessons were developed by Hardee County, Florida teachers. Learning strategies employed include class discussions, analogies, word puzzles, letter writing, sentence completions, vocabulary building challenges, and related writing assignments. A list of energy information sources is appended. (WB)

0467 ED 198 566

Scardamalia, Marlene And Others

Writing for Results: A Sourcebook of Consequential Composing Activities.

Ontario Inst. for Studies in Education, Toronto.

Report No.—ISBN-0-7744-0219-9

Pub Date—81

Note—166p.

Available from—The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario M5S 1V6 Canada ($10.50 paper).

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Classroom Techniques, *Coherence, Elementary Secondary Education, Language Arts, *Language Styles, *Literary Genres, *Reading Aloud to Others, Writing Evaluation, *Writing Exercises, *Writing Instruction

Identifiers—Revision (Written Composition)

Sixty consequential writing tasks are described in this source book to help elementary and secondary school students develop their abilities in written composition. The activities foster thinking by posing game-like writing problems that require students to use their minds in the ways that good writers do, and to solve the problems that good writers manage to solve. Features of this sourcebook include a table of contents that organizes the activities according to genre, topic development, coherence, style, evaluation, and revision. An applications index cross-references activities according to a greater variety of language arts curriculum objectives, including spelling, grammar, reading aloud, proofreading, paraphrasing, and topic sentence. Activities are also cross-referenced for subject matter fields to which they can be applied such as art, second languages, geography, and history. Detailed directions for each activity include its aim, the organization, procedure, consequences and feedback, examples, variations, and applications. (HOD)

0468 ED 198 505

Howell, Mary R. Bell, Pat

A Language-Thinking Approach to Mathematical Problem Solving: A Staff Development Package.

Pub Date—Jan 81

Note—29p.; Paper presented at the Annual Meeting of the Mississippi Reading Association (10th, Biloxi, MS, January 30-31, 1981).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Classroom Techniques, *Context Clues, Grade 5, Inservice Teacher Education, Intermediate Grades, Language Experience Approach, *Language Usage, *Logical Thinking, Mathematics, *Mathematics Instruction, Mathematics Teachers, Problem Solving, *Reading Skills, Staff Development, Teaching Methods

Identifiers—Piagetian Theory, *Word Problems

Designed for fifth grade mathematics teachers, the three inservice sessions described in this booklet balance the theoretical with the practical and show teachers how to help students through the activity of writing word problems based on their own experiences. Using a total language-thinking approach to helping students read and solve word problems, the first section, entitled "Language," involves teachers in demonstration lessons with students and discussions with other teachers on the relationship between reading and mathematics, the special language of mathematics, and the growth of language through the use of language. The second session, "Thinking," contains information on Jean Piaget's three stages of thought. It emphasizes the need for teachers to focus not only on language that promotes mathematical reading ability, but also on promoting and encouraging competent problem solving skills through a conscious attempt to teach for thinking. The third session, "Computation," involves the teachers in reviewing the content of the previous two sessions, going through the steps of solving problems, and spending time with other teachers discussing their successes, failures, and questions related to reading word problems in classrooms. An evaluation form, additional ideas and activities for student-developed word problems, and a list of references are included. (RL)

0469 ED 193 655

Diamond, Irene M., Ed. And Others

Interdisciplinary Writing: A Guide to Writing across the Curriculum.

Wisconsin Univ., Madison.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—80

Note—57p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Assignments, Elementary Secondary Education, *Interdisciplinary Approach, *Learning Activities, Teaching Guides, *Teaching Methods, *Writing Instruction, Writing Processes

Identifiers—Wisconsin Writing Project, *Writing across the Curriculum

This guide provides a rationale and suggests activities for teachers in all subject matter areas to use in helping their students to write. Some of the activities described are interdisciplinary in nature and lend themselves to team teaching arrangements; other activities are suggested that support the integration of writing into given content areas but do not necessarily depend upon the cooperation across secondary departments. Writing activities for middle, junior high, and high school are suggested in the areas of the humanities, mathematics, science, driver education, health, home economics, industrial arts, music, physical education, and visual arts. Expository writing across the curriculum, the importance of prewriting, and interdisciplinary communication are also discussed for the upper grades. Elementary school writing activities are suggested for language arts, social sciences, science, mathematics, and special holidays. (AEA)

0470 ED 191 090

Writing Competently Across the Curriculum: A Handbook for Teachers in the Content Areas. Experimental Curriculum Bulletin.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

Pub Date—Feb 80

Note—132p.; Best copy available.

Available from—New York City Board of Education, Publication Sales Office, 110 Livingston St., Brooklyn, NY 11201 ($4.00, prepaid, payable to the auditor, N.Y.C. Board of Education)

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Course Content, Lesson Plans, Secondary Education, Teaching Guides, *Teaching Methods, *Test Coaching, Tests, *Writing (Composition), Writing Exercises, *Writing Instruction, *Writing Skills

Identifiers—*New York State Regents Examinations, *Writing across the Curriculum

This handbook is offered to help content area teachers in their efforts to extend the development of writing skills beyond the English classroom and to help students prepare for the New York State Regents Competency Test in Writing. Two sections of the book discuss ways of introducing writing into the content area classroom and responding to student writing. Other sections contain suggested writing activities in the content areas, sample writing lessons in 13 content areas (including accounting, art, foreign language, mathematics, music, science, and vocational education), and training samples and practice lessons for preparing students to take the New York State Regents Competency Test in Writing. (RL)

0471 ED 190 460

Cramer, Terra Sue

Red Rock on the Move. Teacher's Guide [and] Student Material.

Project Consumer Operations Survival Training (COST), Easton, Kans.

Spons Agency—Kansas State Dept. of Education, Topeka.

Pub Date—[80]

Note—96p.; For a listing of related documents, see SO 012 734. Not available from EDRS due to small print throughout much of the Teacher's Guide.

Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Community Study, *Consumer Education, *Economics Education, Educational Objectives, Elementary Education, English Instruction, Language Arts, Learning Activities, Punctuation, *Sentences, Social Studies, Socioeconomic Influences, Teacher Developed Materials, Teaching Guides, Teaching Methods, *Transportation, Units of Study, Vocabulary

Identifiers—Project Consumer Operations Survival Training

The major objective of this elementary school consumer education unit is to help students learn how to write different kinds of sentences. Another objective is to help students understand contemporary communities, by introducing a hypothetical community called Red Rock. Topics about which students are directed to write sentences include transportation, community development, and communication skills. These topics lend themselves to integration within existing social studies as well as language arts, and/or English instruction curricula. Materials presented include teaching guidelines, objectives, directions for student activities, worksheets, tests, answer keys, and vocabulary lists. Students are involved in a variety of activities including analyzing sentences, changing sentences from statements to questions and vice versa, writing sentences of various types based on selected reading about transportation and community development, describing illustrations, providing brief answers to questions based on selected reading, diagramming sentences, and creating workbooks composed of sentences of various types about transportation. For each activity, information is presented on objectives, materials needed, questions and/or worksheets (where appropriate), vocabulary lists, and background information. Answers to all worksheets and quizzes are included in the teacher's guide. (DB)

0472 ED 185 570

DeBlois, Peter

Inventional Theory and Writing in the Content Areas in Freshman English.

Pub Date—Mar 80

Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Creative Thinking, Discovery Processes, Educational Needs, Higher Education, Innovation, *Problem Solving, *Relevance (Education), *Rhetoric, *Writing (Composition), *Writing Instruction, Writing Processes

Identifiers—*Invention (Rhetorical), *Writing across the Curriculum

The new trend in writing instruction is toward "content area writing"–the rhetorical situations and composing problems that students will face in their non-English courses and in their professions. The focus of content writing instruction should be to prescribe the inventional techniques that are common to all forms of writing, and to survey the writing skills and structural constraints that are peculiar to the discourse of specific disciplines. Current writing theory suggests a number of inventional options and restrictions with which students must cope during their academic and professional careers. Reviewing this research will show teachers that rhetorical invention in the early stages of any composing process is important, and that problem solving is a skill generalizable to any kind of writing. The heuristics that apply to any given writing tasks can be evaluated for their transcendency, flexibility, and generative capacity. Structural consciousness–awareness of the constraints that particular forms of writing place on the writer's freedom of invention–is another factor that freshman composition students need to learn. These options and limitations are just a sampling of the things that content area writing classes must discuss. (RL)

0473 ED 184 115

Draper, Virginia

Formative Writing: Writing to Assist Learning In All Subject Areas. Curriculum Publication No. 3.

California Univ., Berkeley. School of Education.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—79

Note—65p.

Available from—Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 ($1.50 postage and handling)

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Creative Writing, Elementary Secondary Education, *Expository Writing, Higher Education, *Student Writing Models, Teaching Methods, *Writing (Composition), *Writing Instruction, Writing Processes, *Writing Skills

Identifiers—*Bay Area Writing Project, *Writing across the Curriculum

This booklet is one of a series of teacher-written curriculum publications launched by the Bay Area Writing Project, each focusing on a different aspect of the teaching of composition. This booklet explains techniques that can be used by teachers in all subject areas to help students use writing, not merely as a means of testing knowledge, but as a method of gaining knowledge. The first portion of the booklet defines formative writing (based on the distinction between formative and summative evaluation techniques) and its use in free writing, focused free writing, questioning, note taking, journals, and writing about assignments. The major portion of the booklet is an appendix of examples of formative writing for formal composition and for writing without formal composition as a goal. (AEA)

0474 ED 179 980

Keroack, Elizabeth Carros Marquis, Leah Keating

Futurism: Framework for Composition.

Pub Date—Oct 79

Note—16p.; Paper presented at the Annual Fall Conference of the New England Association of Teachers of English (Portsmouth, NH, October 19-21, 1979)

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Guides, English Curriculum, *English Instruction, *Futures (of Society), Language Arts, Science Fiction, Secondary Education, Teaching Guides, Units of Study, *Writing (Composition), *Writing Skills

Noting that the study of the future has been neglected within the language arts framework, this paper proposes a curriculum unit that uses such study as a vehicle to develop composition skills. The paper provides the following information: the general objectives of the unit; evaluation methods; general humanistic themes to be studied; materials; and outlines of eight lessons covering seven change agents of the future: demographic shifts, ecological shifts, cultural diffusion, social innovation, technological innovation, cultural/value shifts, and information/idea shifts. (FL)

0475 ED 179 479

Integration of Content and Problem Solving Skills.

Niskayuna Central School District 1, Schenectady, N.Y.

Pub Date—[Oct 79]

Note—11p.; Not available from EDRS in paper copy due to fading ink throughout original

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Course Content, Elementary Secondary Education, Language Arts, Locational Skills (Social Studies), Models, *Problem Solving, *Reading Skills, Research Skills, *Skill Development, Social Studies, *Writing Skills

This brief guide is designed to help teachers learn how to integrate content and problem solving skills in the social studies curriculum. Problem-solving skills include analyzing an in-depth question/problem, selecting a format for recording information, gathering and recording information, and writing a

summary. Materials in the guide include: a chart showing the basic problem-solving skills process and associated sub-skills; an overview of one unit showing questions/problems; a sample student guide sheet showing integration of content and skills; and a sample teacher guide sheet showing answers expected from students. Eleven question/-problems used to organize a unit on the American Revolution are presented. A student guide for one question, What actions did England take to solve her economic and political problems between 1763-1765, provides detailed directions for problem solving. Students analyze the question through labeling nouns, verbs, and limiters, defining unfamiliar words, and restating the question. An organized form is devised by writing implied and sub-questions of the larger question. A list of resources for gathering information and an outline for writing the factual summary is provided. (KC)

0476 ED 177 592

Weiss, Robert H.

The Humanity of Writing: The NEH Cross-Disciplinary Writing Program at West Chester State College.

Pub Date—Mar 79

Note—11p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperative Planning, English Curriculum, English Education, Higher Education, *Interdisciplinary Approach, Program Design, *Program Development, *Teacher Education, *Teacher Workshops, *Writing (Composition)

Identifiers—*Writing across the Curriculum

A pilot project funded by the National Endowment for the Humanities (NEH) and a state college educational trust fund to improve writing in the humanities and across the curriculum is described in this paper. Also presented are the obstacles confronted in establishing the project, a seven-point strategy developed to counter those obstacles, the operating design of the program, the specific techniques of writing instruction adopted by the faculty members who participated, and other direct results of the project. A major support service of the project–a writing consultancy–is discussed, and the theories and practices introduced in the project's summer workshops are outlined. (AEA)

0477 ED 176 311

Vacca, Linnea And Others

[Papers from Saint Mary's College Writing Seminar].

Pub Date—Apr 79

Note—17p.; Papers presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Content, *Curriculum Development, Higher Education, History Instruction, *Integrated Activities, *Interdisciplinary Approach, Music Education, Philosophy, Political Science, *Writing (Composition)

Identifiers—*Writing across the Curriculum

This set of five papers suggests that professors in college philosophy, music, government, and history departments, as well as those in English departments, may be able to teach writing in their disciplines, if only they work at the task. The first paper, written by a member of the English department, provides the rationale for the formation of an interdisciplinary writing proficiency steering committee made up of faculty members who teach writing seminar courses. The remaining four papers were written by content area teachers in philosophy, music, government, and history and describe course objectives in those disciplines as follows: to compare and contrast the pedagogy of logic and dance as applied to developing analytic and argumentative skills in philosophy; to translate the language of music into English; to stress use of sources and organizing skills in weighing alternatives in government policy; and to use the study of history in various ways to achieve the traditional approaches to writing–the personal, analytical, comparative, descriptive, and the inductive or deductive paper. (AEA)

0478 ED 176 219

Giordano, Gerard

A Modular Lesson for Writing Research Papers in Content Area Classes.

Pub Date—Oct 78

Note—11p.; Paper presented at the Annual Meeting of the College Reading Association (22nd, Washington, D.C., October 19-21, 1978)

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, Higher Education, High School Students, *Learning Modules, Secondary Education, Teaching Methods, Writing (Composition), *Writing Skills

Identifiers—Research Papers (Students)

A modular lesson has four characteristics: it is composed of discrete units, it may be evaluated, it can be accomplished by everyone in the class, and the sum of its modules results in a practical accomplishment. A modular lesson that has been designed to aid high school students and college freshmen in writing research papers requires less than nine one-hour periods of class time to complete, with most of the time involving students in the use of content area resources. The individual modules of the lesson focus on library orientation, use of indexes, overviewing, notetaking for a theme article, assembling the bibliography, organizing an introduction, organizing the body of the paper, citing references, and assembling a summary. (RL)

0479 ED 175 054

Maimon, Elaine P.

Writing, Learning, and Thinking at Beaver College.

Pub Date—Mar 79

Note—11p.; Paper presented at the Annual Meeting of the College English Association (Savannah, Georgia, March 22-24, 1979)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Organization, *Faculty Development, Higher Education, Instructional Improvement, *Interdisciplinary Approach, Teaching Methods, *Team Teaching, *Writing (Composition)

Identifiers—*Writing Across the Curriculum

In addition to the conventions of standard written English, writing involves difficult choices of theme, audience, and form, as well as subtleties of style, and the teaching of writing requires active involvement of instructor and student in the learning process of each discipline. In a program involving cross-curriculum writing instruction at Beaver College, three or four liberal arts faculty members, one of whom is in English, work together in a course cluster for a semester to improve writing in their classes. They discuss ways to make writing a natural part of each class meeting and consult with each other on improving responses to student writing. Students get needed practice in writing; learn to express what they know first to themselves and then to others; learn to think and write in the special ways that humanists, social scientists, and scientists think and write when they are discovering and communicating ideas in their fields; and improve class discussions. Faculty members become more sensitive to their own similarities and differences as thinkers and writers, begin to pose questions about academic discourse and the nature of evidence in various fields, and begin to explore forms of literacy beyond the verbal. (AEA)

0480 ED 173 820

Uehling, Edward M.

The Muse and the College of Engineering: Composition without Literature.

Pub Date—Apr 79

Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type— Opinion Papers (120) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—English Curriculum, *English Instruction, *Essays, *Expository Writing, Higher Education, *Literary Styles, Literature, *Writing (Composition), *Writing Skills

Those who argue for the inclusion of literature in composition courses point out that English teachers must teach from their area of expertise and that the use of literature endorses creative and imaginative use of language, avoids what is merely utilitarian and boring, and promotes growth in thinking. Those who oppose the use of literature in teaching composition argue future social utility and personal welfare, conceive of students as bureaucratic communicators, and concentrate on teaching subskills. The intentions of both groups seem possible and necessary. Using the prose essay-as well as poetry, fiction, and drama-allows students to see the connection between form and content and to use a form that they will regularly use. Composition teachers need to see their courses as beginning a process, as helping the students' interest and belief in language support a general growth of intellectual curiosity, and as service courses. To regard the prose essay as literature is crucial to a clear perception of composition. (TJ)

0481 ED 170 750

Matlak, Richard E. And Others

Components of a Successful Interdisciplinary Composition Program.

Pub Date—Dec 78

Note—19p.; Paper presented at the Annual Meeting of the Modern Language Association of America (93rd, New York, New York, December 27-30, 1978); Not available in hard copy due to marginal legibility

Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Core Curriculum, *General Education, Higher Education, *Integrated Activities, *Interdisciplinary Approach, Program Descriptions, Teaching Methods, Team Teaching, *Writing (Composition)

The teachers involved in the general education program in Boston University's College of Basic Studies have developed a cooperative approach to composition instruction that they consider a useful model of structure, cooperation, and experience for others in interdisciplinary teaching systems to follow. Their instructional approach contains these components: the form and content of written assignments are planned jointly by the rhetoric and content instructors; both instructors devote class time to identifying their expectations not only as teachers but also as the students' audiences in science, social science, humanities, or psychology; rhetoric classes are devoted to developing the writing skills pertinent to the assignment; the students meet the rhetoric instructor in conference to have their rough drafts critiqued; and, finally, the students prepare a revised copy of their papers for the content instructor's evaluation. A marked improvement from rough draft grade to final grade illustrates the effectiveness of the revisionary process. Both the students and the teachers express satisfaction with this interdisciplinary approach to composition instruction. (Examples of assignment sheets and evaluation forms are appended.) (RL)

0482 ED 167 997

Arnspiger, Robert H. And Others

Reading and Writing in Junior High School Unified Studies (English-Social Studies).

Pub Date—Mar 78

Note—40p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (33rd, Washington, D.C., March 4-8, 1978); Some small print may be marginally legible

Pub Type— Reports - Descriptive (141) — Guides - Classroom - Learner (051) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cloze Procedure, Educational Programs, *English Instruction, Junior High Schools, *Language Arts, Literacy, Program Descriptions, Reading Instruction, *Social Studies, *Unified Studies Curriculum, Writing Skills

To enable junior high school students to relate the processes of reading, writing, and thinking through deliberate instruction and extensive classroom practice, a skills extension project was devised to develop original materials linked to the content areas of English and social studies. Another phase of the

project provided for inservice training sessions for the teachers of those students involved in the project. Among the lesson materials used in the project were the district essay model which provided students with a set of preestablished criteria on which their writing would be evaluated, the cloze/maze model where students were required to fill in missing words in a selected textbook passage, and the paragraph building model where students were asked to write paragraphs about specific topics. (Appendixes include a copy of the district essay project and examples of cloze/maze reading passages.) (MAI)

0483 ED 166 690

Fortune, Ron

Mathematical Architecture and the Teaching of Writing.

Pub Date—78

Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Development, *Cognitive Processes, *Mathematical Logic, *Mathematical Models, Rhetoric, Sciences, Secondary Education, *Teaching Methods, *Writing (Composition), *Writing Skills

The knowledge and mental processes called on in mathematics can be used to improve composition. Three desirable requirements of an analogy to be used in teaching writing are that it should bridge the art of writing and science, should be readily accessible to the mind of the average student, and should allow the student to employ an architectural faculty to learn about an architectonic skill such as rhetoric. Mathematics offers paradigms that satisfy these requirements. Two categories of analogs can be used: strategic and pictorial. Strategic mathematical paradigms that are applicable to writing instruction include formulas, specific mathematical operations, elementary set theory, and theorem proofs. Pictorial paradigms that can be used for composition instruction include graphs and geometrical designs. The use of mathematical analogies helps students become more aware of writing forms. (TJ)

0484 ED 166 660

A Reading Program for the 70s: Physical Education.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

Pub Date—78

Note—13p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Resources, Elementary Education, *Language Arts, *Language Skills, *Learning Activities, Movement Education, *Perceptual Motor Learning, *Physical Education, *Reading Instruction, Teaching Guides, Vocabulary Development, Writing Skills

Identifiers—Right to Read

Activities that promote perceptual motor development and that link language arts experiences to physical education are described in this guide. The 13 activities for students in kindergarten through grade three include playing games that relate movement and cognition, moving to music, describing sensory experiences, and defining words used to designate movement. The 18 activities for students in grades four through six involve students in such experiences as writing rules and strategies for an original game, planning a playground for the school, interacting on the interpretation of written words, and reading sports poems. Among the 14 activities for students in grades six through eight are reading and discussing sports books, making a sports dictionary, and writing about various aspects of physical education. A list of relevant books and phonograph records is included. (GT)

0485 ED 163 513

Dorenkamp, Angela G.

Writing and Other Disciplines: Reaching Reluctant Learners.

Pub Date—78

Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication (Thought Transfer), Educational Trends, *English Instruction, Higher Education, Individualized Instruction, *Instructional Programs, *Interdisciplinary Approach, *Writing (Composition), Writing Skills

Although traditional composition instruction has moved from an emphasis on skill practice for writing in other disciplines to an emphasis on writing as a personal communication process, the increasing demands for clear technical writing and the current attacks on jargon require that English departments further define and outline composition courses that stress personal written expression in clear, concise language. For an effective composition program that is respected as separate by other disciplines, the following are prerequisites: a professional writing teacher heads the program; a newsletter permits necessary communication with the other disciplines and serves as a teaching device; substantiated ideas provide the basis for the initial instruction; individualized instruction utilizes clear and simple prewriting and writing activities; and composition exercises are separate from all technical writing for other courses. (MAI)

0486 ED 163 477

Dunwoody, Sharon Wartella, Ellen

A Survey of the Structure of Science Writing Courses.

Pub Date—Aug 78

Note—28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Course Content, Curriculum Development, *Curriculum Guides, Higher Education, *Instructional Materials, *Media Selection, School Surveys, *Technical Writing

Identifiers—*Science Writing

Examinations of 50 general science writing course syllabi used at 32 schools (55% response rate to a survey of 58 colleges and universities listing science writing courses in their curricula) reveal a wide range of course objectives and a varied use of resource materials. The emphasis is necessarily on writing skills, although a number of the instructors acknowledge emphasizing the sociological, philosophical, and political aspects of science as well. The extreme variety of required and recommended books for the courses implies either a wealth of pertinent material or a lack of books designed specifically for science writing instruction (the most popular required text has a science writing focus, but is required by only six of the polled instructors). The surveyed syllabi indicate a minimal use of available science communication research, even though most of that research is soundly done and has some substantive things to say regarding writing about science for lay audiences. (Lists of recommended and required reading materials for the surveyed courses are appended.) (RL)

0487 ED 161 073

Fulweiler, Toby E.

Journal Writing Across the Curriculum.

Pub Date—78

Note—19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, English Instruction, Higher Education, *Integrated Activities, Secondary Education, *Self Expression, Student Development, Student Projects, *Writing (Composition), Writing Exercises, *Writing Skills

Identifiers—Student Journals

Journal writing is an expressive form of writing that teachers in all curricula can use to help their students increase writing fluency, facilitate learning, and promote cognitive growth. It combines the positive aspects of diaries and class notebooks, focusing on academic subjects from a personal point of view. Teachers can assign journal entries not only as homework, but also to begin or end classes, at the start of lectures, or to interrupt/refocus class discussions. Used in these ways, journal writing acts as a learning catalyst and as a clarifying activity, directing student attention toward a particular subject while providing writing practice and a permanent record to which the student can refer when preparing for a test or writing a more formal composition. Although teachers do not have to read student journals or comment about their content, positive comments and suggestions about student journals can serve to improve effective use of the journals. Teachers can even keep their own journals—not only as an example for their students to follow, but also as a means of constant self-evaluation. (RL)

0488 ED 161 064

Martin, Nancy And Others

Writing and Learning Across the Curriculum 11-16.

Pub Date—76

Note—172p.

Available from—Acropolis Books, Colortone Building, 2400 17th St., N.W. Courtyard, Washington, D.C. 20009 ($4.95 paper)

Pub Type— Books (010)

Document Not Available from EDRS.

Descriptors—Cognitive Processes, Curriculum Research, *English Instruction, Foreign Countries, Integrated Curriculum, *Language Acquisition, Reading, Secondary Education, Secondary School Curriculum, *Speech Communication, *Writing (Composition), *Writing Skills

Arising from the Schools Council Development Project on Writing Across the Curriculum, this book deals with talking, reading, thinking, and learning, as well as writing, as these processes take place in secondary schools. Suggesting that too much of the writing and talking in schools is used to test what students know and too little used to enable them to learn and make sense of things for themselves, the authors examine the range of writing, talking, and audiences that can be made available to students. They also present many examples of students' writing and talking in all subjects. (FL)

0489 ED 159 701

Pfister, Fred R.

Your Best Defense is a Good Offense: Involving Other Disciplines in Teaching Writing Skills.

Pub Date—78

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Standards, Basic Skills, English Curriculum, English Departments, *English Instruction, Grading, Grammar, Higher Education, *Interdisciplinary Approach, Plagiarism, *Student Improvement, Writing (Composition), *Writing Skills

Teachers in all disciplines must demand good writing from students if they want their writing to improve. When good writing is demanded only in English classes, students develop a double standard for their writing. To make teachers in other departments aware of their responsibility for the quality of student writing, English teachers can take the offensive and ask what other departments are doing about writing standards. If plagiarism is a problem, the English department can prepare guidelines for avoiding plagiarism and make them available to other departments. Also, a common handbook of English usage can be used by all departments. To improve students' writing in content courses, English teachers can have them turn in a paper written for another class for an English grade. Another method, planned by the School of the Ozarks, is to postpone the second half of the freshman composition course until students are juniors, so that writing may be coordinated with classes in students' major fields. Finally, departments may apply standardized gummed forms to students' themes, to indicate either that the teacher expects better writing in the

future, has lowered the grade of the theme because of poor writing, or requires the student to discuss the theme with his or her rhetoric instructor and revise it. (GW)

0490 ED 154 353
Stanfill, Silver
Working with Content-Area Colleagues or What's a Teacher Like You Doing in a Course Like This?
Pub Date—Mar 78
Note—9p.; Paper presented at the Annual Meeting of the Western College Reading Association (11th, Long Beach, California, March 16-19, 1978)
Pub Type—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, *Consultation Programs, Content Area Reading, English Instruction, Higher Education, *Inservice Teacher Education, *Interdisciplinary Approach, *Reading Instruction, *Teaching Methods, Two Year Colleges, Vocabulary Skills, *Writing Skills
A community college teacher, knowledgeable in composition and reading, worked with content area colleagues on reading and writing ideas for their courses. His "missionary work" included talking to colleagues, demonstrating teaching methods in their classrooms, and writing course materials for them. His main problems involved difficulties in getting referrals, not always being able to deliver services he had promised, doing too much for the teachers, and discontinuity in the mission due to "program-freeze politics." At a presentation of the mission to the faculty association a survey was administered that yielded data indicating the value of the mission. The following instructional techniques are recommended to others considering similar missionary work: use an overhead projector to demonstrate how to read difficult prose, show students how to write a one-sentence summary of practically anything, and help students choose a "pet word" and learn as much as possible about it. (GW)

0491 ED 146 590
Blake, Robert W. Tuttle, Frederick B., Jr.
Composing as the Curriculum: The Albion Writing Project.
Pub Date—77
Note—17p.; Program prepared at State University of New York College at Brockport
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Assignments, Elementary Secondary Education, English Education, *English Instruction, *Evaluation Methods, *Inservice Teacher Education, Peer Evaluation, Rating Scales, *Teacher Workshops, *Teaching Methods, Writing (Composition), *Writing Skills
This paper describes a series of in-service workshops on the teaching of writing, conducted for elementary and secondary teachers. After a brief overview of the way in which the workshops were planned, the paper examines the topics dealt with in the workshops: the composing process, varieties of writing, skills of writing, mechanics and conventions of writing, sentence combining, workshopping (interaction among students for the purpose of discussing and evaluating each other's writing), assessment and evaluation, the development of sample writing assignments, and developing writing competencies for kindergarten through the twelfth grade. The paper concludes with an examination of major learnings that emerged from the in-service workshops. A sample evaluation scale, a detailed description of the evaluation methods that were taught, and sample third-grade and seventh-grade writing assignments are included. (GW)

0492 ED 145 452
Donlan, Dan
How to Involve Other Departments in Helping You Teach Writing.
Pub Date—Nov 76
Note—13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (66th, Chicago, November 25-27, 1976)
Pub Type—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*English Departments, *English Instruction, Higher Education, Inservice Teacher Education, *Interdisciplinary Approach, Needs Assessment, Rating Scales, Secondary Education, Teacher Attitudes, *Teacher Responsibility, *Writing Skills
This paper asserts that an English department that wishes to involve other departments in helping to improve students' writing skills must proceed through four distinct phases: (1) preparation of a rationale for involving other departments in the teaching of writing; (2) administration of a writing-attitude inventory to colleagues in other departments; (3) compilation of a needs assessment for each department that is willing to participate in an all-school writing program; and (4) development of an ongoing inservice education program for faculty members. The paper offers suggestions for dealing with these four areas and provides a sample writing-attitude inventory, a writing-attitude scale, sample departmental-needs assessment forms, and a list of suggested participants and goals for a writing committee. (GW)

0493 ED 119 280
Palleschi, Patricia
A Methodology for Teaching Rhetorical Fundamentals in a Course Centered Around Social Movements.
Pub Date—76
Note—29p.; Paper presented at the Annual Meeting of the Eastern Communication Association (1976)
Pub Type—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Communication Skills, Course Content, Course Organization, *Educational Philosophy, Higher Education, *Rhetoric, *Social Behavior, *Social Change, Speech, Speech Communication, *Teaching Methods
Identifiers—*Social Movements
This paper attempts to incorporate the current research done on the rhetoric of social movements into a coherent syllabus for a basic rhetoric course. It deals with the adaptation of the tools of rhetoric at the disposal of the beginning student into a procedure for an analysis of social movements and provides that such an analysis give the student experience in recognition of types of argument; in the study of the interaction of ethos, pathos, and logos; in types of evidence; and in other rehtorical concepts. (Author/RB)

0494 ED 049 249
Raybin, Ron
The Technique of the Infelicitous Alternative.
Illinois Association of Teachers of English, Urbana.
Pub Date—Oct 70
Note—3p.
Journal Cit—Illinois English Bulletin; v58 n1 p18-20 Oct 1970
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Characterization, *Discovery Learning, *English Instruction, Fiction, Literary Criticism, *Literary Styles, *Literature, Literature Appreciation, Poetry, Secondary Education, Structural Analysis, Writing (Composition), *Writing Skills
An effective teaching method, the technique of changing crucial characteristics of a literary work and presenting students with unsuitable alternatives leads the students to their own discovery of the artistic appropriateness of the original. Examples may be seen in each of three representative areas of English: (1) poetry--substitute words to alter sounds, rhyme, rhythm or meaning; (2) fiction--change character behavior or motivation, plot, title, point of view, structure, or style; and (3) composition--teach variety by examining poorly written paragraphs, topic sentences, and conclusions; teach transitions by altering or removing them. (JMC)

0495 ED 016 673
FADER, DANIEL N. MCNEIL, ELTON B.
ENGLISH IN EVERY CLASSROOM. FINAL REPORT.
Michigan Univ., Ann Arbor. Coll. of Literature, Science and Arts.
Report No.—BR-5-1116; ORA-07215
Pub Date—31NOV67
Contract—OEC-5-10-290
Note—261P.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Bibliographies, *English Curriculum, *English Instruction, Instructional Materials, Interdisciplinary Approach, Motivation, *Motivation Techniques, *Reading Skills, Student Interests, Student Motivation, Student Needs, Students, Study Guides, Teaching Methods, Testing, *Writing Skills
THE "ENGLISH IN EVERY CLASSROOM" PROGRAM IS PRIMARILY CONCERNED WITH MOTIVATING "GENERAL" STUDENTS, FROM KINDERGARTEN THROUGH JUNIOR COLLEGE, TO FEEL THE PLEASURES OF AND NECESSITY FOR READING AND WRITING. TO REINFORCE THEIR LITERACY, STUDENTS ARE SATURATED WITH APPROPRIATE, ATTRACTIVE PAPERBACK BOOKS, NEWSPAPERS, AND MAGAZINES. WRITING ASSIGNMENTS, COORDINATED BY ENGLISH TEACHERS THROUGHOUT ALL SCHOOL COURSES, REQUIRE NUMEROUS BRIEF PAPERS AND PRIVATE JOURNAL ENTRIES, JUDGED WEEKLY ON THE SOLE BASIS OF QUANTITY. AN EXPERIMENTAL GROUP PARTICIPATING IN THIS PROGRAM WAS TESTED AND COMPARED WITH A CONTROL GROUP AT THE BEGINNING AND CONCLUSION OF THE SCHOOL YEAR FOR INTELLECTUAL PERFORMANCE, TEACHERS' PERCEPTIONS OF STUDENTS ATTITUDES, PERSONALITY, AND PERFORMANCE, AND STUDENTS' ATTITUDES TOWARD SCHOOL, LITERACY, AND THEMSELVES. FINDINGS CONFIRMED THAT THE PROGRAM PRODUCED SIGNIFICANT IMPROVEMENT IN VERBAL PROFICIENCY AND LESSENED EDUCATIONAL ANXIETIES IN THE EXPERIMENTAL GROUP. (APPENDICES INCLUDE-(1) DIAGNOSTIC TESTS USED IN THE EXPERIMENT AND TABLES COMPARING THE EXPERIMENTAL AND CONTROL GROUPS' PERFORMANCES AND ATTITUDES, (2) DETAILED STUDY GUIDES ON "WEST SIDE STORY" AND "THE DIARY OF ANNE FRANK," CONTAINING INTRODUCTORY MATERIALS, SAMPLE DAILY LESSON PLANS, DISCUSSION QUESTIONS, TESTS, ENRICHMENT ACTIVITIES, AND READING LISTS, AND (3) A LIST OF 1000 "LESS-THAN-A-DOLLAR" PAPERBACK BOOKS.) SEE ED 010 424 FOR A RELATED REPORT. (JB)

0496 ED 010 819
KITZHABER, ALBERT R.
TWENTIETH CENTURY LYRICS. SCIENCE AND POETRY. LITERATURE CURRICULUM IV, STUDENT VERSION.
Oregon Univ., Eugene.
Report No.—BR-5-0366-48; CRP-H-149-48
Note—59P.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Curriculum Guides, Curriculum Research, English Curriculum, Grade 10, Instructional Materials, Literature, *Literature Guides, *Poetry, *Sciences, Secondary Education, *Study Guides, Writing (Composition)
Identifiers—NEW GRAMMAR, Oregon (Eugene), PROJECT ENGLISH
THIS CURRICULUM GUIDE FOR 10TH-GRADE STUDENTS DEALT WITH (1) 20TH-CENTURY LYRIC POETRY AND (2) THE COMPARISON BETWEEN SCIENTIFIC AND POETIC WRITINGS. A HISTORICAL INTRODUCTION PRECEDED PRESENTATION OF THE MATERIAL IN BOTH SECTIONS. SUGGESTIONS, EXERCISES, AND COMPOSITION TOPICS WERE ALSO PRESENTED. THE TEACHER VERSION IS ED 010 820. RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832. (GD)

INTEGRATING READING AND WRITING

0497 ED 199 732

Comprone, Joseph J.

Literature and the Writing Process: A Pedagogical Reading of William Faulkner's "Barn Burning".

Pub Date—Mar 81

Note—18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College English, *Critical Reading, *Expository Writing, Higher Education, *Integrated Activities, *Literary Criticism, *Literature Appreciation, Sequential Approach, Teaching Methods, Writing Exercises, *Writing Instruction, Writing Processes

Writing can be taught most effectively when teachers build the disorienting characteristics of reading literature into the inventive stages (prewriting and revision) of writing literary interpretations. The reading of literature and the process of composing interpretive essays are both different and similar. They are similar because they are both processes occurring over space and time that are informed and controlled by objectively shared conventions and subjectively experienced reactions to outside, "public" events. They are different because one--the reading of literature--explicitly emphasizes the function of cognitive dissonance in the construction of meaning, while the other--the writing of interpretive essays--results in a product that transcribes dissonance into ordered, clearly developed, coherent applications of theses. A story such as William Faulkner's "Barn Burning" can become the reader's means of learning to question and revise hypotheses, while writing an interpretive response to part or all of "Barn Burning" offers the reader a means of putting the answer to these questions in continuous and ordered form. (Three sequentially organized writing exercises on "Barn Burning" are offered and explained for their attendance to this approach to teaching literature and composition as integrated, complementary activities.) (RL)

0498 ED 199 701

Harrowell, Patrick

Writers as Readers.

Pub Date—Mar 81

Note—24p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College English, College Freshmen, *Comparative Analysis, *Evaluation Criteria, Graduate Students, Higher Education, Language Styles, *Literary Styles, Student Attitudes, *Student Reaction, *Writing (Composition), *Writing Evaluation, Writing Instruction, Writing Research

Identifiers—*Reader Response

In an informal experiment, ten pairs of passages covering a range of writing (poems, narrative prose, legal writing, "educationalese," anthropology, and literary criticism) were presented to two sections of freshmen English and two sections of a graduate seminar in which the students were primarily experienced high school and college instructors. Students were asked to choose the "professional" writer and to explain their choice in a few sentences. Their responses indicated that mature reader/writers responded to content, global development, coherence, tone, audience, and voice. They also made sophisticated inferences about stylistic and rhetorical effectiveness. Weaker writers, who preferred student writing to professional writing, used criteria like smooth, flowing, easy to read, a rigid sense of preexisting rules of form and style, grammatical correctness, and personal, subjective responses to content. It would seem that weaker students learn what is taught them and what they learn gives them a model of literacy that helps them to behave in ways that make it harder to master literacy. This dilemma can be overcome by providing the students with access to models of reading and writing in a variety of ways, integrating the teaching of reading and writing, and providing the students with alternative criteria for judging their reading and writing. (HOD)

0499 ED 198 549

Tropka, Lynn Quitman

The Writer as Conscious Reader.

Pub Date—7 Sep 80

Note—23p.

Pub Type— Guides - Classroom - Teacher (052) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, High Schools, *Prediction, *Prior Learning, *Psycholinguistics, *Reading Processes, *Redundancy, Writing (Composition), *Writing Processes

Identifiers—Revision (Written Composition)

Psycholinguistics, with its emphasis on language processes rather than products, is particularly compelling when applied to the search for underlying connections between reading and writing. One such connection is best stated in the following propositions about writing and learning to write: (1) at no time are the acts of reading and writing so inextricably bound to one another as when a person writes, and (2) when ineffective writers are helped to become conscious of the interactive language process between writing and reading, their writing quickly becomes more expert. Two psycholinguistic concepts used to describe the reading process can be applied to writing instruction, prediction and redundancy. The activity of prediction allows the reader to correctly anticipate the next word, sentence, or paragraph. If there is a sudden change in content, the reader is disturbed. Redundancy is a reader's prior knowledge used to make the above mentioned predictions. During the writing process, a writer must be a reader who tests the predictability of the writing and whether the content conforms to prior knowledge. The effective writer is one who can switch between the role of reader and writer. Dramatic improvement in writing is possible when weak writers are made conscious of the ways that prediction and redundancy work in reading and can apply them to their writing revision process. (HTH)

0500 ED 194 867

Pomainville, Marthe

Mass Media Can Teach Reading and Writing Too.

Pub Date—Mar 80

Note—11p.; Paper presented at the combined Annual Meeting of the Secondary School English Conference and the Conference on English Education (Omaha, NE, March 27-29, 1980).

Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Course Content, Course Descriptions, *Integrated Activities, *Language Arts, *Mass Media, *News Media, Newspapers, Secondary Education, Teaching Methods, *Television

As a part of the language arts curriculum, a mass media course can be structured so that it teaches reading and writing along with information about media. Young people should understand that media have the power to inform, entertain, persuade, and propagandize. A sample course can be based on current books and articles written about the media and divided into three week units on film, television, newspaper, radio, and popular music. A technique that has worked well in such a class is to begin each class with ten minutes of news brought in by students. Other projects that have proven successful with students are student produced commercials on videotape, student produced newspapers, and student conducted research on popular music groups. (MKM)

0501 ED 193 683
Moran, Charles
Teaching Writing/Teaching Literature.
Pub Date—Oct 80
Note—15p.; Paper presented at the Annual Meeting of the Northeast Regional Conference on English in the Two-Year College (15th, New York, NY, October 16-18, 1980).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College English, Course Content, *English Instruction, Higher Education, Literary Devices, *Literature Appreciation, Teaching Methods, *Writing Instruction, Writing Skills

Believing that a course in the novel ought to include the making of prose as well as its analysis, a college English instructor altered his teaching strategy by treating both the novel author and his students as writers. Prior to studying a particular novel, the instructor gave students an assignment that would involve a particular literary technique used by the author of the novel. By allowing the students to do what the author had done, the instructor enabled the students to understand the author's writing processes and thereby to better appreciate the author's style and his or her particular novel. In addition to enhancing their appreciation of literature, the exercise improved the students' creative and expository writing by (1) providing contexts and audiences other than classroom and instructor, (2) assisting the students' imaginative identification with the author, and (3) freeing the students of many of the harmful restraints they may have been taught in earlier writing contexts by creating in them a sense of themselves as writers. Based on this experience, the instructor proposes a recombination of the presently specialized areas of literature and writing instruction. (HTH)

0502 ED 188 222
Petersen, Bruce T.
Infinite Combinations: Integrating Composition and Literature.
Pub Date—Apr 80
Note—10p.; Paper presented at the Annual Meeting of the College English Association (11th, Dearborn, MI, April 10-12, 1980).
Pub Type— Opinion Papers (120) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Higher Education, *Integrated Curriculum, *Literature Appreciation, Speech Communication, Student Reaction, *Writing (Composition), *Writing Instruction, *Writing Processes
Identifiers—Reader Response

David Bleich's work in reader response and James Britton's composition research provide a theoretical justification for the use of composition in the literature class and for the use of literature in the writing class. Britton has found that talking about writing is valuable since talk is more expressive than writing. In the literature class teachers should be encouraging students to consciously write and talk about the associations they have to a piece of literature. Bleich proposes that the structure of our response to new experience, including literature, argues for a reanalysis of pedagogical practice in the literature class. Teachers should consciously use students' immediate responses to their readings to help them create knowledge about the text. Both argue that our first approach to knowing is founded on an emotional base. Our first response to literature is affective and our first response in the writing process is expressive--both are associated with personal concerns. This parallel argues strongly for an integration of literature and composition as a joint means to develop the cognitive processes which structure thought and language. (HOD)

0503 ED 188 201
Harmon, Gary L.
The Value of Literature Study to the Composition Teacher.
Pub Date—Mar 80
Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Course Content, *English Teacher Education, Literary Devices, *Literature Appreciation, Preservice Teacher Education, *Teacher Education Curriculum, Writing (Composition), *Writing Instruction

A review of the arguments for and against requiring literature courses in the preparation of teachers of English reveals that a thorough knowledge of literature is essential to teach English, and especially composition courses, successfully. Courses in rhetoric, linguistics, and advanced writing are also necessary, but the major emphasis should be on literature study for these reasons: (1) good reading experience is the best preparation for being a good writer, (2) literature study provides a background for giving constructive editorial help to student writers, (3) it provides experience in the close reading of texts, (4) it provides literary knowledge of writers' techniques, and (5) it provides teachers with the understanding to give student writers the fullest possible information about what they are doing and how their writing affects readers. (AEA)

0504 ED 186 906
Sternglass, Marilyn S.
Concept Development through Reading and Writing.
Pub Date—Apr 80
Note—17p.; Paper presented at the Indiana Council of Teachers of English Spring Conference (Indianapolis, IN, April 25-26, 1980). Several pages may have marginally legible areas.
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Development, College English, *Concept Formation, Content Analysis, *Developmental Stages, *Evaluation Criteria, Literary Criticism, Reading Skills, Student Educational Objectives, Student Placement, Teaching Methods, *Writing (Composition), *Writing Skills

There is an assumption in most freshman composition classes that students have the cognitive level to be sensitive and receptive to problematic situations, to articulate the problems, and to formulate statements to set out lines of inquiry. This assumption is invalid when applied to the majority of students, and writing teachers can attest to having suffered through those students' banal prose. It is possible, however, to assess qualitatively the cognitive level of a group of students demonstrated through reading and writing assignments in which students read generally related stories, examine and evaluate ideas and principles, and work to discover concepts that can serve as controlling ideas or thesis statements. The students' thesis statements can be analyzed and categorized using a model of cognitive stages in concept development attributed to the work of Andrew Wilkinson and others in The Crediton Project. The stages or categories of cognitive measures are describing, interpreting, generalizing, and speculating, and when applied to student writing, they can be used to accurately place students in proper instructional settings. Writing teachers would do well to spend less time on teaching traditional paragraph structure that does little to improve the quality of students' thinking and more time on showing students what strategies they use when they think, teaching them to formualte and solve problems as effectively as possible. (AEA)

0505 ED 186 905
Hayes, Mary F.
Practical Application of Reading Theory and Technique to Classroom Composition.
Pub Date—Mar 80
Note—17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cloze Procedure, Higher Education, *Interdisciplinary Approach, *Reading Instruction, Secondary Education, Teaching Methods, *Writing (Composition), *Writing Exercises, *Writing Instruction

Integrating reading theory and instructional techniques into the composition classroom helps students improve both their reading and writing skills. Students should be evaluated early by combining diagnostic samples of their reading and writing to determine their ability to recognize organizational relationships and their facility with reading strategies. One of the most practical and easily integrated reading techniques is the cloze procedure, a method that systematically deletes words in written passages, requiring the reader to fill in gaps to make the message whole again. The three basic kinds of cloze exercises are the concept related, content related, and structural. The most useful to the writing teacher is the structural exercise that students can use to check how well they organize and develop ideas, how smoothly they write, how closely they connect ideas, and how well their papers pass the requirements of "predictability" essential in good, clear writing. (Appended are a selected bibliography on reading and the writing teacher, instructions for developing cloze exercises, and samples from student essays.) (AEA)

0506 ED 181 479
Comprone, Joseph J.
Burke's Dramatism as a Means of Using Literature to Teach Composition.
Pub Date—Nov 79
Note—25p.; Paper presented at the Annual Meeting of the Midwest Modern Language Association (21st, Indianapolis, IN, November 8-10, 1979)
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Critical Reading, Discourse Analysis, Higher Education, *Literary Criticism, Literature, *Literature Appreciation, Reading Skills, Rhetorical Criticism, Teaching Methods, *Writing (Composition), *Writing Skills
Identifiers—*Burke (Kenneth), *Heuristics

A dialectical heuristic that can be used to guide students through the stages of writing about a literary experience is discussed in this paper. The first section of the paper provides a working definition of literature as an area of discourse and divides the process of reading and writing about literature into three general phases: progressive, transitional, and symbolic. The second section presents Kenneth Burke's method of finding the elements and purposes of dramatic action in any discourse as a model for critical writing about literature. The third section is an application of this Burkean heuristic to John Donne's poem, "The Prohibition," and includes role-playing exercises to use with students. The last section summarizes the case for teaching rhetorical criticism of literature in the writing classroom. (AEA)

0507 ED 179 969
Smelser, Marjorie, Ed.
A Guide to the Relationship between Reading and Writing.
Wisconsin Univ., Madison. Dept. of English.; Wisconsin Univ., Madison. School of Education.; Wisconsin Univ., Madison. Univ. Extension.
Pub Date—79
Note—51p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Bibliographies, Elementary Secondary Education, *Language Arts, *Lesson Plans, *Reading Instruction, *Reading Skills, Resource Materials, Teaching Guides, Teaching Methods, *Writing (Composition), *Writing Skills
Identifiers—Wisconsin Writing Project
One of a series of teaching guides produced by the Wisconsin Writing Project, this booklet focuses on suggestions for teaching reading and writing in elementary, middle, and high school language arts classrooms. The first section offers 16 reading/writing activities, a list of topics for language experience stories, and an annotated list of wordless picture books to use at the elementary level. The second section offers 12 lesson plans to use in teaching reading skills (critical reading, vocabulary growth, paraphrasing, and summarizing) and literature appreciation (persuasion, foreshadowing, expository writing, and creative writing) in the middle school language arts classroom. The third section offers to high school English teachers a list of nine teaching objectives and five lesson plans (on biographies/autobiographies, drama, novels, articles/essays, and poetry) presented in chart form. A lesson on simple bookmaking is also included. (AEA)

0508 ED 177 587
Dunker, Donald A.
Integrating Composition and Literature: Some Practical Suggestions.
Pub Date—Nov 79
Note—10p.; Paper presented at the Annual Meeting of the Midwest Modern Language Association (21st, Indianapolis, Indiana, November 8-10, 1979)
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*English Instruction, Higher Education, Integrated Activities, *Literature Appreciation, *Teaching Methods, *Writing (Composition), *Writing Skills
This paper suggests that it is possible to construct a course that integrates the teaching of composition with the teaching of literature without allowing the secondary goal of heightened literary understanding to overwhelm the primary goal of improved expository writing. It presents a syllabus for a four-week unit on Ernest Hemingway's "The Sun Also Rises" that includes equal numbers of writing and reading assignments. The paper then argues that increasing the number of writing assignments and decreasing the number of reading assignments does not necessarily mean less study of literature but may permit an even greater appreciation for literature because understanding is increased. It also points out that increased writing assignments do not necessarily mean an increased grading load, pointing out that many writing assignments need be graded only enough to persuade students that the assignments have been checked over. (TJ)

0509 ED 163 467
Grant, Barbara M.
Literacy through Literature: A Cross-Cultural and Broad-Spectrum Approach to Reading and Writing Facility through Literature.
Pub Date—Mar 78
Note—16p.; Paper presented at the New Jersey Reading Teachers Association Conference (McAfee, New Jersey, March 10-12, 1978)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Books, *Childrens Literature, *Creative Writing, Cross Cultural Studies, Elementary Education, Folk Culture, Language Arts, *Language Skills, Literature Appreciation, *Reading Development, World Literature, *Writing Exercises, *Writing Skills
This paper presents the concept of a cross-cultural and broad-spectrum approach to reading and writing that enables children to become involved with literature, encourages them to respond and produce, and motivates them to read and write. It includes sections on epic literature, books that explain natural phenomena and modern/future world phenomena, literary visual and auditory effects, and ways of incorporating images from color patterns and prints. In each instance, the author provides suggestions for reading and writing exercises that allow use of children's imaginations and permit new experiences with literary forms including mythology, science fiction, and poetic forms such as haiku. Specific books are cited as examples of the different kinds of literature for use by children. (TJ)

0510 ED 161 009
Ney, James W.
A Comparison of Reading Miscues and Writing Miscues.
Arizona State Univ., Tempe.
Spons Agency—National Council of Teachers of English, Urbana, Ill. Research Foundation.
Pub Date—[75]
Note—32p.; For related documents, see CS204472-475.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Education, Grade 4, Intermediate Grades, *Language Research, *Miscue Analysis, *Reading Research, *Sentence Combining, Spelling, *Writing Skills
Identifiers—*Writing Miscues
In order to understand more fully how young people process written language, miscues made by fourth grade students in both the reading process and the writing process were studied. Miscues which occurred in signaled sentence combining exercises were compared with miscues in reading determined by procedures developed by Goodman and associates. The results of the study indicated that there is a high correlation between phonological/pronunciation miscues in reading and spelling miscues in writing, while lexical/syntactic/semantic miscues in reading and similar miscues in writing show distinctively different patterns. The miscues of addition and substitution are more frequent in reading; the miscues of omission are more frequent in writing. Evidence from the phonological/pronunciation miscues in reading supports the Chomskian theories about the relation of the sound structure of English to the orthography. It was concluded that reading and writing should not be kept apart in the instructional process. (MKM)

0511 ED 151 785
Sternglass, Marilyn S.
Developing Syntactic Fluency in the Reading Process.
Pub Date—Oct 77
Note—11p.; Paper presented at the Annual Northeast Regional Conference on English in the Two-Year College (20th, Buffalo, New York, October 21-22, 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Kernel Sentences, Language Patterns, Reading Comprehension, *Reading Processes, *Reading Skills, *Sentence Combining, Sentence Structure, *Writing Exercises, *Writing Skills
Current research in reading indicates that what the reader brings to the printed page is far more important to comprehension than the information appearing there. This paper presents a model of how the integration of reading and writing skills can be undertaken, thereby strengthening both skill areas. With selections from a literary text and a content-area text, two examples of the model in operation are given. Each selection is broken down into its component kernel sentences, and students are asked to combine the kernels into sentences and the sentences into one or more paragraphs. Next, the students' paragraphs are shared, and the alternative patterns discussed and compared. Finally, the students are given the original text; they may criticize or support the author's choices, making their judgments as informed readers and writers who have grappled with the same content. The goal is to make students aware of the processing steps required in reading particular syntactic structures and to make these processes more automatic and efficient. (CC)

0512 ED 150 568
Kroll, Barry M.
"Writer" and "Reader" as Complementary Roles.
Pub Date—Oct 77
Note—11p.; Paper presented at the Annual Meeting of the North Central Reading Association (20th, Champaign, Illinois, October 28-29, 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Editing, *English Instruction, Higher Education, Language Skills, Reading, Reading Instruction, *Reading Skills, Teaching Methods, Writing (Composition), *Writing Skills
The theoretical language-skills model of James Britton can be used to explain the usefulness of reading instruction in developing competence in writing at the college level. Britton's model of writing, adjusted for mature writers, involves four stages: prewriting, writing, reconsidering, and editing. The first two stages, prewriting and writing, can be seen as the "writer's role"; reconsidering and editing can be seen as the "reader's role." Teachers can improve the students' reader role through guided experience with texts, which develops the sense of audience necessary for reconsidering and editing compositions. For example, teaching the technique of scanning for information when reading an article can impress on the students the necessity of highlighting the topic and signaling the subtopics with markers when writing an article, and teaching reading survey skills and the process of extracting information from a title will help writers create meaningful titles for their own work. (CC)

0513 ED 141 786
Ribowick, Jerilyn K.
Developing Comprehension of Content Material through Strategies Other Than Questioning.
Pub Date—May 77
Note—15p.; Speech given at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, Concept Formation, *Content Area Reading, Elementary Education, *Reading Comprehension, Reading Development, *Reading Instruction, *Reading Skills, *Teaching Methods, Writing Skills
Questioning as an after-reading activity is not sufficient alone as a strategy to develop reading comprehension. This paper presents instructional strategies to support comprehension throughout a student's particular reading encounter. Included are four strategies which involve students: (1) have students specify content expectancies in a variety of forms and then read with a focus on the expected and unexpected; (2) direct students in writing experiences to help them become more than just familiar with material organization and author style; (3) discuss and provide activities for self-monitoring for those experiencing extreme difficulty in comprehension; and (4) stimulate concept development and thinking processes prior to reading particular material. (MB)

0514 ED 138 954
Shuman, R. Baird
Writing Workshops and the Teaching of Reading.
Pub Date—May 77
Note—9p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Creative Writing, Group Activities, *Language Experience Approach, Motivation Techniques, *Remedial Reading, Secondary Education, *Student Motivation, *Teaching Methods, Workshops, *Writing Exercises
This paper discusses three types of writing experiences, "Writing Roulette," "The Even-Steven Swap Game," and "The Open-Ended Story with a Slant," that can be used in a writing workshop for disabled readers at the secondary level. Each activity emphasizes writing but provides motivation for students to read each other's work. Students will have little or no difficulty in the reading since both the vocabulary and sentence structure are at the students' level. From these experiences the students can build self-confidence and can be exposed to a broad variety of

language experiences that engage their interests and imaginations. (MP)

0515 ED 124 909
Hennings, Dorothy Grant
Literature, Language, and Expression.
Pub Date—76
Note—17p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Childrens Literature, *Creative Expression, Elementary Education, Language Skills, Listening Skills, Literature, Reading Skills, *Teaching Methods, *Vocabulary Skills, *Writing Skills
Recent studies conducted by the National Assessment of Educational Progress indicate a deficiency in youngsters' abilities to express themselves in written form. Described in this paper are techniques for helping elementary school children build writing skills by using literature selections as models for expression. Through imitation, pupils can utilize story patterns provided by literature models to create group stories as well as individual stories and poems. Similarly, literature can provide a model for sentencing, in which children achieve a sense of the structure and sequence of clear communication. Finally, stories and poems can be used to encourage vocabulary development. Specific literature selections and teaching techniques are delineated. (Author/KS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

0516 ED 095 530
Minkoff, Harvey
Speech Is Speech, and Prose Is Prose, And (N)ever the Twain.
Pub Date—May 74
Note—13p.; Paper presented at the Annual Meeting of the New York State English Council (24th, Binghamton, New York, May 2-4, 1974)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication (Thought Transfer), English Curriculum, Literature Appreciation, Punctuation, Reading, Reading Instruction, *Speech, *Speech Communication, Syntax, *Writing (Composition), *Written Language
Although speech and writing both contain functional varieties as well as many similar mechanical aspects, mature writing contains a number of conventions (words, idioms, constructions) rarely found in mainstream native speech. Among areas of contrast are vocabulary, syntactic constructions--especially punctuation--and the more complex use of auxiliaries in writing. These differences between speech and writing affect the English curriculum in the teaching of reading, composition, and literature. Reading and writing instruction should be approached systematically with increasingly sophisticated constructions and with the realization that reading is a passive recognition of symbols while writing is the active production of symbols. Leading students to understand and appreciate literature leads them to understand and enjoy the language they write. (JM)

EVALUATING WRITING

0517 ED 196 038

Spandel, Vicki; Stiggins, Richard J.

Direct Measures of Writing Skill: Issues and Applications.

Northwest Regional Education Lab., Portland, Oreg. Clearinghouse for Applied Performance Testing.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-0-89354-829-4

Pub Date—Jan 80

Grant—OB-NIE-G-78-0206

Note—70p.

Available from—Northwest Regional Educational Laboratory, 300 S. W. Sixth Ave., Portland, OR 97204 ($3.75)

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Writing (Composition), *Writing Instruction, *Writing Skills

Identifiers—*Writing Assessment

This monograph provides educators with the fundamental knowledge needed to develop and use direct assessments of student writing proficiency. The first chapter offers a brief review of the current status of writing assessment in the United States, focusing on emerging interest in the topic over the past decade. The second chapter presents an overview of writing assessment procedures touching on (1) differences between direct and indirect tests of writing proficiency, (2) considerations in improving the quality of the assessment, (3) strategies for exercise development, and (4) alternative approaches to scoring. The concluding chapter contains a discussion of approaches for conducting writing assessments in various educational contexts. Alternative testing methods are linked to various testing purposes, and strategies are outlined for optimizing the match between the two. (FL)

0518 ED 196 016

Bolen, Sigmund A., Comp.

Writing & Language Arts. Pilot Copy.

Ganado Public Schools, Ariz.

Pub Date—78

Note—59p.; Not available in paper copy due to marginal legibility of original document.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Capitalization (Alphabetic), Elementary Education, *Evaluation Methods, Handwriting, *Language Acquisition, Language Usage, Learning Activities, *Mastery Learning, Punctuation, Sentence Structure, *Writing Skills

This guide provides an evaluation system by which a teacher or parent can follow a child's progress in sentence structure, usage, punctuation, capitalization, penmanship, and composition from kindergarten through grade eight. Each page lists an objective that is coded so that it is possible to correlate related materials, such as test items, alternatives, and other supplementary materials. Each objective also lists a suggested teaching approach or activity and provides sample items. (HOD)

0519 ED 196 001

Humes, Ann

Writing Skills for Grades 1-6. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-3-79-23

Pub Date—31 Dec 79

Note—70p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Assessment, Elementary Education, *Evaluation Criteria, *Handwriting Skills, Minimum Competencies, Textbook Content, *Writing Skills

This paper describes the writing skills section of a language skills framework that was devised as part of a project to indicate language competencies necessary for functioning in English classrooms in grades one through six. The paper discusses the collection and grade leveling of the writing skills and describes the organization of those skills into a framework. It then explains the subsequent reorganization of the skills framework into a hierarchy of skills. The textbooks analyzed and the skills framework are appended. (FL)

0520 ED 193 631

Humes, Ann

A Method for Evaluating Writing Samples. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-2-80/02

Pub Date—Apr 80

Note—32p.

Pub Type— Reports - Evaluative (142) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Evaluation Criteria, Evaluation Methods, Measurement Techniques, *Scoring, *Writing (Composition), *Writing Evaluation, *Writing Skills

Identifiers—Holistic Approach

The discrepancy in the application of terminology in labeling systems for scoring writing samples is discussed in this paper and current scoring systems that exclude frequency counts of writing features are described. Two-thirds of the paper discusses and gives examples of general impression, marking, analytic scale scoring, and primary trait scoring. The last third of the paper compares and contrasts a new model for scoring developed by the Southwest Regional Laboratory (SWRL) with the three widely used systems and lists the following benefits that result from scoring writing samples with the SWRL system: (1) more efficient method of eliciting and evaluating writing samples administered to determine students' writing competency; and (2) greater ease in using diagnostic information to identify instructional inadequacies and assure student learning. The results of a pilot study using the SWRL model are referred to in support of the appropriateness of the design and the range of scoring. (AEA)

0521 ED 193 280

McLean, James E.; Chisum, Brad S.

Evaluating Composition Skills: A Method and Example.

Pub Date—Sep 80

Note—22p.; Paper presented at the Annual Meeting of the Evaluation Network (6th, Memphis, TN, September 29-October 1, 1980).

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Evaluation Methods, *Holistic Evaluation, Informal Assessment, *Reliability, *Scoring, *Writing (Composition), *Writing Skills

Holistic evaluation is a reliable, valid, and cost-effective alternative to the usual mechanical assess-

ment of writing. Writing samples are scored on a five-point scale against an overall impression of development, organization, and coherentness. The method was applied to the Communication Activities Skills Project (CASP) for grades 3-12. Writing samples were collected before and after the Project from experimental and control groups, using a stimulus question. Three or four teachers rated each sample, after three days of holistic evaluation training. To eliminate possible bias, raters were not aware of the research group origin of the sample, and scoring was anonymous. Reliability coefficients were measured for: the pre-Project and post-Project samples, the difference between them, and choice of best sample. Coefficients ranged from .62 to .95; most were above .75. Results on the relative performance of control and experimental groups conflicted, depending on the method of comparison: analysis of variance vs proportion. Detailed information concerning the holistic method and the rating categories is appended. (GK)

0522 ED 192 375

Humes, Ann And Others

Specifications for 1-6 Writing Skills Assessment Part V: Discourse Products. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-2-80/18

Pub Date—15 Aug 80

Note—85p.; For related documents see CS 205 894-898 and CS 205 900.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Evaluation Criteria, *Letters (Correspondence), Minimum Competencies, Minimum Competency Testing, *Persuasive Discourse, *Poetry, *Prose, Skill Analysis, *Student Educational Objectives, Test Construction, Test Items, Writing (Composition), *Writing Skills

This paper specifies the assessment of those writing skills needed by first through sixth grade students to produce specific discourse products, including descriptive writing, narrative writing, expository writing, persuasive writing, poetry, personal letters, and business letters. An introductory section provides background materials, including explanations of how the skill specifications were selected and how they are presented in this report. In the sections that follow the introduction, the general discourse skills are discussed, a table listing the language skills is presented, and the specifications are described for each skill. Each skill is described in detail, followed by the presentation of sample assessment items and descriptions of how these items are constructed. (Four related documents provide assessment specifications for other writing skills, including mechanics, language usage, spelling, and general discourse.) (RL)

0523 ED 192 374

Humes, Ann And Others

Specifications for 1-6 Writing Skills Assessment Part IV: General Discourse. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-2-80/17

Pub Date—15 Aug 80

Note—143p.; For related documents see CS 205 894-898 and CS 205 900.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Discourse Analysis, Editing, Elementary Education, Evaluation Criteria, Minimum Competencies, Minimum Competency Testing, *Organization, *Skill Analysis, *Student Educational Objectives, Test Construction, Test Items, *Writing Processes, *Writing Skills

This paper specifies the assessment of those general discourse skills that are needed for effective writing by students in grades one through six. The general discourse skills include: planning/organizing, elaborating, proofreading, and editing. An introductory section provides background materials, including explanations of how the skill specifications were selected and how they are presented in this report. In the sections that follow the introduction, the general discourse skills are discussed, a table listing the language skills is presented, and the specifications are described for each skill. Each skill is described in detail, followed by the presentation of sample assessment items and descriptions of how these items are contructed. (Four related documents provide assessment specifications for other writing skills, including mechanics, language usage, spelling, and specific discourse products.) (RL)

0524 ED 192 373

Humes, Ann And Others

Specifications for 1-6 Writing Skills Assessment Part III: Language. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-2-80/16

Pub Date—15 Aug 80

Note—137p.; For related documents see CS 205 894-898 and CS 205 900.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Elementary Education, Evaluation Criteria, Language Patterns, *Language Usage, Minimum Competencies, Minimum Competency Testing, Poetry, Sentences, *Skill Analysis, *Student Educational Objectives, *Test Construction, Test Items, *Writing Skills

This paper specifies the assessment of those language skills that are needed for effective writing by students in grades one through six. Specifications are included for language skills such as language usage, grammatical knowledge, diction, sentence production, specific writing techniques, and verse (poetry) skills. An introductory section provides background materials, including explanations of how the skill specifications were selected and how they are presented in this report. In the sections that follow the introduction, the language skills are discussed, a table listing the language skills is presented, and the specifications are described for each skill. Each skill is described in detail, followed by the presentation of sample assessment items and descriptions of how these items are constructed. (Four related documents provide assessment specifications for other writing skills, including mechanics, spelling, and specific discourse products.) (RL)

0525 ED 191 067

Hugaman, John

Toward More Effective Teacher Response to Student Writing.

Pub Date—Mar 80

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Interpersonal Competence, *Interpersonal Relationship, Student Interests, *Student Teacher Relationship, *Teacher Improvement, *Teacher Response, Teacher Role, Teaching Methods, *Writing (Composition), *Writing Instruction

This paper illustrates the usefulness of five principles of interpersonal communication in identifying ineffective teacher responses to student writing and in improving those responses. The principles described are that successful communicators (1) convey positive regard for the other person, (2) show empathic understanding for the ideas and feelings of the other person, (3) acknowledge openly their own ideas and feelings, (4) actively involve the other person in the communication act, and (5) strive for positive rather than negative evaluation when evaluation is required. The paper notes that the major causes of ineffective teacher response are failures on the part of teachers to acknowledge what a writer conveyed, to involve the writer in advice given for revision, and to acknowledge directly the reasons for their own reactions. Examples of teacher responses and improved versions of those responses make up the major portion of the paper. (AEA)

0526 ED 191 059

Keech, Catharine

Topics for Assessing Writing through Writing Samples. Evaluation of the Bay Area Writing Project. Technical Report.

California Univ., Berkeley. School of Education.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date—79

Note—95p.; For related documents see CS 205 779-786. A number of pages may be marginally legible.

Pub Type— Reference Materials - Directories/-Catalogs (132) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Educational Assessment, Elementary Secondary Education, Evaluation Methods, Pictorial Stimuli, *Stimuli, *Student Evaluation, Verbal Stimuli, *Writing (Composition), *Writing Instruction

Identifiers—*Bay Area Writing Project, *Writing Topics

Prepared as part of the evaluation of the Bay Area Writing Project (BAWP), this report offers topics for use in obtaining writing samples by which to evaluate student writing. An introduction explains the classification of the topics and suggests ways of selecting topics. The topics themselves are offered in nine appendixes. Four of the appendixes list topics for expressive writing, categorizing them as pictorial and musical stimuli, verbal fragments, hypothetical situations, and short topics. The next three appendixes list expository and transactional writing topics, classifying them as topics for argument or evaluation, for transactional writing, and for critical (expository) writing. The eighth appendix contains topics for obtaining writing samples in the expressive and expository modes. The last appendix lists the revised writing objectives of the National Assessment of Educational Progress (NAEP). (RL) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instrument (Objectives).

0527 ED 191 020

Measure for Measure: A Guidebook for Evaluating Student's Expository Writing.

Pittsfield Public Schools, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston.

Pub Date—80

Note—45p.

Available from—Pittsfield Public Schools, Curriculum Dept., 269 First St., Pittsfield, MA 01201 ($2.50)

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, *Evaluation Methods, *Expository Writing, Guidelines, *Student Evaluation, Student Writing Models, *Teaching Methods, *Writing Evaluation, *Writing Instruction

This guidebook was developed by a team of elementary and secondary school English teachers to help teachers of all subjects with the difficult tasks of evaluating students' expository writing and stimulating student growth in the art and craft of writing. The twelve parts of the guidebook deal with the following topics: guidelines for giving a writing assignment in subject area classes, criteria for good writing, evaluation as a step in the writing process, relative emphasis, analytical and holistic scoring, the advantages and disadvantages of analytical and holistic scoring, adapting holistic scoring to the classroom, holistic scoring as a pre-revision step, using correction symbols, and making comments to students about their writing. The final section offers examples of how teachers have applied ideas and techniques described in this booklet. (RL)

0528 ED 188 167

Duke, Charles R.

An Approach to Revision and Evaluation of Student Writing.

Pub Date—Mar 80

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington DC, March 13-15, 1980).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Evaluation Methods, Higher Education, Teaching Methods, *Writing (Composition), *Writing Instruction, *Writing Processes

Identifiers—*Revision (Written Composition)

An approach to evaluating student writing that emphasizes reformulation and deemphasizes grades teaches students that reworking their writing is a necessary and acceptable part of the writing process. Reformulation is divided into rewriting, revising, and editing. The instructor diagnoses student papers to determine significant problems on a priority basis (suggested by C. Koch and J. Brazil) instead of marking every writing error. All students write 14 to 15 essays of about 500 words per semester and have the option of selecting how many and which essays they will reformulate. Grades are assigned on the basis of a completed number of acceptable essays, with established criteria to determine acceptability in a modified contract system. In-class peer critique sessions, workshops, and individual conferences with the instructor are available during the semester. The following benefits result from the program: (1) the concept of writing as a drafting process is reinforced, (2) the separation between writing as a process and implications of grading writing as a product is increased, (3) students focus their attention on one problem at a time, and (4) students see what the writing process involves as being an asset rather than a liability and how writing can be less threatening and more meaningful. (AEA)

0529 ED 186 945

Clifton, Linda J.

What If the Kids Did It?

Pub Date—Apr 80

Note—15p.; Paper presented at the Annual Meeting of the Northwest Regional Conference of the National Council of Teachers of English (Portland, OR, April 10-12, 1980).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Evaluation Criteria, *Evaluation Methods, Grade 11, *Grading, *Group Activities, *Peer Evaluation, Rating Scales, Secondary Education, *Writing (Composition), *Writing Evaluation, *Writing Instruction

Students in eleventh grade composition classes in an Ephrata, Washington, high school work in groups to evaluate each other's papers, enabling teachers to handle many more papers in much less time than usual and developing students' writing and evaluatory skills. The sequence used for each course assignment is as follows: (1) The class reads and discusses samples of the kind of writing being assigned. (2) Students work on rough drafts. (3) The class discusses evaluation criteria and builds a rating sheet. (4) Students prepare final drafts. (5) Working in small groups, students read the finished papers and decide how to rate them; they write comments and explanations of their assessments on the papers. The teacher circulates to provide help as needed. (6) The teacher approves and records the assigned points, returning papers to the groups for reevaluation if it seems necessary. (7) Students are given their papers back the next day; papers with disputed grades are returned to the groups for reevaluation. This technique helps students understand how they will be judged, shows them the many ways readers can respond to their writing, and points up the many ways writers respond to a single assignment. (The paper includes charts describing the high school language arts curriculum and its composition strand, a description of the course assignment sequence, and an outline of a typical week's course work.) (GT)

0530 ED 186 929

White, Edward M.

The Uneasy Compromise: Bringing Together Testers and Teachers of English.

Pub Date—Mar 80

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type— Opinion Papers (120) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperation, *English Instruction, Higher Education, *Measurement Techniques, *Testing, Testing Problems, Testing Programs, Writing Instruction

Teachers and test professionals must work together for responsible measurement in English to take place. Traditionally, they have refused to do so, a situation that has led to serious problems in at least three areas: research in the teaching of writing, classroom practice in teaching revision of writing, and some testing practices by such national organizations as the College Board, Educational Testing Service, American College Testing, and the National Assessment of Educational Progress. The English Placement Test developed by the faculty in the California State University and College systems represents a successful working model of the uneasy compromise teachers and testers can achieve. (Author/FL) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

0531 ED 185 563

Lutz, William D.

How to Read 55,000 Essays a Year, and Love It.

Pub Date—Mar 80

Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, *Evaluation Methods, Higher Education, Holistic Evaluation, Program Descriptions, State Programs, Student Evaluation, Student Placement, *Test Construction, *Testing Programs, *Writing (Composition), *Writing Evaluation

Identifiers—New Jersey

The development of the portion of a basic skills test that would adequately assess the writing ability of entering college freshmen in New Jersey is described in this paper. The stages of the test development process that are discussed include the decision to incorporate a writing sample in the form of an essay on a specified topic, the selection and piloting of an essay topic, the recruitment and training of readers to holistically score the essays, and a statistical analysis of the writing test data. Listed as significant results of this effort are the provision of a data base for a statewide assessment of the writing ability of all freshmen entering all colleges in the state, and the bringing together of college faculty from throughout the state for scoring essays and interpreting test results. (AEA)

0532 ED 178 942

Medlicott, Alexander, Jr.

Cassette Commentary: An Approach to the Teaching of Expository Writing.

Pub Date—Apr 79

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, MN, April 5-7, 1979)

Pub Type— Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Evaluation Methods, *Expository Writing, Higher Education, *Individual Instruction, *Student Evaluation, Student Teacher Relationship, *Tape Recordings, Teaching Methods, *Writing (Composition)

One convenient and time saving method of evaluating student compositions employs a tape recorder and cassettes. In addition to once or twice weekly classroom sessions spent on traditional composition techniques, the instructor regularly schedules individual tutoring sessions with each student. One to two days before the individual session, the student turns in an essay on an assigned topic. The teacher reads the essay carefully, tapes extensive comments on a cassette, and returns the paper and the cassette to the student. By conference time the student has seen the corrected essay and has heard detailed comments on the paper's general quality. Benefits of taped comments include relieving the instructor of long, written evaluations and providing verbal reinforcement for student writing. Previous experience with cassette correcting was reported in Enno Klammer's "Cassettes in the Classroom," and the difficulties he encountered have been largely overcome through modern technology. The technique of cassette correcting works equally well with elementary and advanced composition classes. (AEA)

0533 ED 177 609

Palladino, Mary Anne

On Reading Writing: A Guidebook to Student Writing Prepared for the Faculty of Glassboro State College, Glassboro, New Jersey.

Glassboro State Coll., N.J.

Pub Date—77

Note—37p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Research, *Evaluation Criteria, *Evaluation Methods, Higher Education, Rating Scales, Surveys, Teacher Role, Teaching Guides, Teaching Methods, *Writing (Composition), *Writing Skills

Identifiers—*Group Cohesion

Written for use at Glassboro State College (New Jersey), this guidebook is designed to make college composition teachers aware of the writing competencies they should expect from their students, to provide those teachers with a technique for reacting to student papers, and to provide them with advising and referral information for students with writing problems. The various sections offer the following: results of a survey of business and industrial organizations to ascertain the communication skills required for entry-level positions and how those skills are determined by the employer; results of a survey of the college's faculty concerning their role in ensuring the writing competency of general studies graduates; the writing competency criteria, writing evaluation form, and correction symbols used at the college; steps in making the writing assignment; suggestions for teaching the writing of research papers, including suggested research manuals and a research paper rating sheet; suggestions for the essay question; advising information, including a discussion of the college learning skills center; lists of writing handbooks and of writing courses offered at the college; and rules for exempting a student from a course; and some thoughts on grading. Three student papers and their rating sheets are appended. (FL)

0534 ED 177 191

Walmsley, Sean A. Mazzaroal, Peter

Psycholinguistic Bases for Holistic Judgements of Children's Written Discourse.

State Univ. of New York, Albany. Center for Reading and Language Studies.

Spons Agency—State Univ. of New York, Albany. Research Foundation.

Pub Date—Apr 79

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Creative Writing, Deduction, *Descriptive Writing, Discourse Analysis, *Evaluation Criteria, Evaluation Methods, Grade 8, Grammar, *Holistic Evaluation, Induction, Junior High Schools, *Pictorial Stimuli, *Predictive Validity, Rating Scales, Research Reports, Sentence Structure, Writing (Composition), *Writing Exercises

Eighth grade students, in response to a pictorial stimulus (either an intact picture, or a series), were instructed to write either a story (which would be enjoyable for another eighth grader) or a description (which would help another eighth grader visualize

the picture). Thirty responses from each of the four task conditions were then analyzed. For the inductive or holistic analysis, raters assigned the stories to the top, middle, or bottom third of a scale, based upon specified (primary trait) criteria. The second method of inductive analysis determined the syntactic complexity of the stories, based upon: (1) length of T-units–minimal units capable of being punctuated as a sentence; (2) length of dependent clauses; (3) number of dependent clauses per T-unit; and (4) length–number of T-units. Responses were also classified, deductively, as poetic or transactional; further judgments regarding story quality and grammar made according to this classification. Regression analyses revealed that the variables contributing to the primary trait (holistic) rating were different for each of the task conditions. Except for the primary trait rating, the evaluation variables were not found to relate to one another in any consistent manner. (GDC)

0535 ED 176 336

Duke, Charles R.

Diagnosis in Writing.

Pub Date—Mar 79

Note—14p.; Paper presented at the combined Annual Meeting of the Conference on English Education and Secondary School English Conference (Pittsburgh, Pennsylvania, March 15-18, 1979)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, *Diagnostic Tests, *Educational Diagnosis, Educational Research, *Error Analysis (Language), Higher Education, Secondary Education, Second Language Learning, Standardized Tests, *Task Analysis, Testing Problems, *Writing (Composition), *Writing Processes, *Writing Skills

Although the diagnostic testing of writing is still quite primitive, error analysis and protocol analysis hold promise for writing diagnosis. True diagnostic testing does more than aid in placing students; it identifies the nature of needed instruction. Tests in writing have not been developed to reflect approaches used in diagnostic testing in other areas. Reviews of existing standardized writing tests suggest shortcomings in all three categories of tests identified: objective tests, objective tests corresponding to individualized writing sequences, and essay tests. Information about error analysis, one of the areas that holds promise for writing diagnosis, has been drawn from teachers of English as a second language, who have moved from corrective error analysis to contrastive analysis and finally to the analysis of errors as clues to inner processes. The other promising area, protocol analysis, involves analyzing subjects' oral descriptions of everything they think while performing a task, as a means of identifying inner processes and obstacles encountered. An examination of the writing protocol of a subject in an experimental study reveals the process through which a writer understands a topic. Although protocols are incomplete representations of inner processes, they provide far more information about writing processes than does simply examining the writing outcome. (The paper includes 27 lines of the writing protocol discussed and a chart showing various approaches to error analysis.) (GT)

0536 ED 176 334

Stanford, Gene And Others

How to Handle the Paper Load. Classroom Practices in Teaching English, 1979-1980.

National Council of Teachers of English, Urbana, Ill.

Pub Date—79

Note—134p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 06897, $4.50 member, $5.00 non-member)

Pub Type— Guides - Classroom - Teacher (052) — Collected Works - General (020) — Books (010)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Content Analysis, Editing, Elementary Secondary Education, *English Instruction, Evaluation Methods, Higher Education, Journalism Education, Nongraded Instructional Grouping, Role Playing, *Student Evaluation, *Teaching Methods, *Writing (Composition), Writing Exercises, *Writing Skills

Identifiers—Student Journals

This collection of 27 articles written by educators suggests to classroom teachers creative ways of teaching writing well even when confronted with unreasonably large classes. The articles are presented under six main headings: ungraded writing, teacher involvement–not evaluation, student self-editing, practice with parts, focused feedback, and alternative audiences. The first section deals with free-writing, journals and other nongraded activities that can have an effect on students' skill development; the second section presents ways teachers can become directly involved in the writing process–lab tactics, role playing, and writing along with their students; the third section deals with ways students can identify and correct weaknesses in their own work before submitting it; the fourth section suggests the identifying of specific skills students need to practice and of ways to practice them with shorter forms or with particular aspects of writing; the fifth section recommends that teachers focus on a few errors that can be corrected by students at their present level of skill; and the last section includes methods involving peer evaluation and proofreading of student writing, and setting up critique groups in the classroom. (AEA)

0537 ED 176 275

Smelstor, Marjorie, Ed.

A Guide to Evaluating Students' Writing.

Wisconsin Univ., Madison. Dept. of English.; Wisconsin Univ., Madison. School of Education.; Wisconsin Univ., Madison. Univ. Extension.

Pub Date—Sep 78

Note—47p.; For related documents, see CS 205 097-100 and CS 205 182

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Resources, Elementary Secondary Education, *Evaluation Methods, Grading, Guides, Peer Evaluation, *Rating Scales, Self Evaluation, *Student Evaluation, *Writing (Composition)

Identifiers—Wisconsin Writing Project

One of a series of guides to the teaching of writing at the elementary and secondary levels, this publication describes methods used in the evaluation of students' writing. Two brief introductory sections present quotations from educators that stress the value of positive evaluative comments. The third section describes procedures, advantages, and disadvantages of 11 major evaluation methods: traditional evaluation using correction symbols and letter grades, evaluation of mechanics and form, measurement of intellectual processes in writing, teacher/student conferences, peer evaluation, self-evaluation, holistic evaluation, all-staff grading, public evaluation (by an audience beyond the classroom), T-unit evaluation, and computer analysis. A fourth section describes three types of holistic evaluation scales–an analytic scale, a dichotomous scale, and a scale for assessing personal narrative writing–and presents a chart for recording mechanical errors, a composition rating scale, questions to consider in evaluating writing, and a grading guide. The final section suggests evaluation time savers, methods for creative correcting, and various evaluation gimmicks. The publication includes a list of resources for teachers. (GT)

0538 ED 174 684

Cracker, Linda And Others

Predicting Children's Writing Performance from Standardized Achievement Tests.

Pub Date—Apr 79

Note—14p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 8-12, 1979)

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, *Creative Writing, Essay Tests, Expository Writing, Grade 4, Holistic Evaluation, Intermediate Grades, Objective Tests, Performance Factors, *Predictive Measurement, Reading Comprehension, Research Reports, Scoring, *Standardized Tests, Test Reliability, *Writing Skills

Identifiers—Interrater Reliability, *Metropolitan Achievement Tests

The relationship between children's performance on a standardized achievement battery and compositional writing performance was examined. One hundred thirty-eight writing samples were collected from fourth-grade students. Compositions were scored for both mechanistic and holistic qualities. Four subscores on the Metropolitan Achievement Test were also obtained: word knowledge, reading comprehension, language arts, and spelling. Canonical correlation and multiple regression were used to determine the degree of relationship between these variables. Results indicated that standardized test scores have moderate predictive value for children's holistic writing performance. (Characteristics of children with differential performance on writing exercises and standardized tests were also examined, and several implications for teachers were discussed). (Author/MH)

0539 ED 173 797

Brodkey, Linda Young, Rodney W.

A Sensible, Interesting, Organized, Rhetorical Procedure for the Grading of Student Essays.

Pub Date—Apr 79

Note—18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—English Instruction, *Evaluation Criteria, *Grading, Higher Education, Persuasive Discourse, Statistical Analysis, *Student Evaluation, Teacher Attitudes, *Writing (Composition)

A study was conducted to test the reliability of a college English teacher's criteria for grading papers of argumentative prose. Information was sought regarding the relation of marginal and end-of-paper comments to the grade itself, as well as of the ability of multiple regression analysis to express the relationship of the individual and collective contributions of the variables to the grades. A group of 36 previously graded student essays were analyzed for grading variables; 14 such variables emerged. The papers were reevaluated on relative performance for each variable. The four variables found to account significantly for the grade were those concerned with interest in topic, scope, organization, and rhetoric. (DF)

0540 ED 173 005

Collins, Henry B. And Others

The Far North: 2000 Years of American Eskimo And Indian Art.

National Gallery of Art, Washington, D.C.

Pub Date—77

Note—289p.; Issued as an exhibition catalog by the National Gallery of Art, 1973

Available from—Indiana University Press, Tenth & Morton Streets, Bloomington, Indiana 47405 (Cloth $22.50, Paper $14.95)

Pub Type— Books (010) — Historical Materials (060)

Document Not Available from EDRS.

Descriptors—*Alaska Natives, *American Indians, *Art, Art Products, Creative Art, *Cultural Background, Cultural Images, *Eskimos, Essays, Handicrafts, *Photographs

Identifiers—Alaska, Athapascan (Tribe), Carvings, *Cultural Contributions, Tlingit (Tribe)

Alaska is recognized as one of the major world centers of native art and expression. In the 18th century certain areas of Alaska were the most densely populated areas of the New World. Once the native people had made the necessary adaptations in clothing, housing, transportation and hunting, they were able to live without hardship. With an abundant and unfailing food supply and density of population, the far northwestern area became one of the highest centers of cultural development north of Mexico. Art was its primary manifestation, an art remarkable for its richness and variety of expression. This exhibition catalog of the National Gallery of Art presents the high artistic achievements of the Native Peoples of Alaska. Materials for the exhibition were drawn from collections from all over the world. Both major ethnic divisions of the native population, the Eskimo-Aleut and Indian, are represented. The 289-page volume contains fifteen color plates, hundreds of black and white photographs, maps showing the areas from which the artifacts have come, and essays by important scholars in the field of cultural anthropology on the culture and art

of the Eskimo, Athabascan, and Tlingit. (Author/DS)

0541 ED 172 201

Friedman, Myron Fowler, Elaine

Assessing Elementary Students' Writing Skills. Publication No. 78.74.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—Apr 79

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type— Reports - Research (143) — Tests/Questionnaires (160) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Elementary School Students, *Evaluation Methods, Measurement Instruments, *Program Evaluation, Student Development, *Student Evaluation, *Writing (Composition), *Writing Skills

An instrument was developed for use in the evaluation of a pilot program to improve the writing skills of elementary school students in the Austin (Texas) Independent School District. Called the "Assessment of Writing Skills" (AWS), the instrument assesses writing maturity, productivity, and writing mechanics by collecting a holistic evaluation and such frequency counts as total words, percentage of words spelled correctly, total sentences, sentence length, total correct punctuations, percentage of correct punctuations, total correct capitalizations, paragraph usage, number of modifying words, and sentence usage. The AWS was used by three raters to evaluate 268 second through fifth grade students' descriptive writing samples during the fall (pretest) and spring (posttest) of the same academic year. A measure of interscorer/intrascorer reliability ensured that the essays were rated consistently. The data reveal that fourth graders had lower pretest scores than third graders on eight of 13 variables, a fact that might be explained by the corresponding shift from printing to cursive writing during that period. The results also suggest that the AWS meets criteria for the evaluation of instructional programs; the holistic scores of AWS can assess overall growth over time, while frequency counts can provide feedback regarding specific skill development and needs for instruction. (RL)

0542 ED 170 747

Lotto, Edward Smith, Bruce

Making Grading Work.

Pub Date—Feb 79

Note—13p.; Paper presented at the Annual Meeting of the Midwest Regional Conference on English in the Two-Year College (14th, Des Moines, Iowa, February 15-17, 1979)

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Grading, Higher Education, Informal Assessment, *Student Evaluation, Student Teacher Relationship, Teaching Methods, *Writing (Composition)

Two teachers have developed a procedure for grading student compositions that seems fairer to both them and their students. The students are given a choice of which papers they wish to submit for grading, and when they do submit work, the papers are identified by a number only (chosen by the student and indexed in a class card file). Each teacher grades each anonymous paper holistically, and the average of the two grades is recorded (when grades differ by more than one full letter grade, the teachers discuss their reasons for the grade and reach a compromise grade). After the grades are assigned, the papers are sorted by class (identified now by student name), and the teachers provide comments to their own students' compositions. The teachers find that making grading a separate anonymous action enables them to focus on each student's particular writing needs without having to hesitate or agonize about awarding a grade. The procedure also eliminates "personalities" as a factor in grading, since teachers don't know whose paper they are grading and are not solely responsible for the grades. Students, on the whole, have reacted positively to this system, noting its extreme fairness and the increased freedom it gives them. The teachers consider the best indication of the success of this procedure to be the fact that they will continue to use it. (RL)

0543 ED 170 014

Hartnett, Carolyn G.

Measuring Writing Skills.

Spons Agency—Advanced Institutional Development Program Two-Year College Consortium.

Pub Date—78

Note—67p.

Pub Type— Reports - Research (143) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cognitive Processes, Comparative Analysis, Computer Oriented Programs, Computer Programs, Diagnostic Tests, *Educational Testing, Measurement Instruments, *Measurement Techniques, *Norm Referenced Tests, *Postsecondary Education, Sentence Combining, Standardized Tests, *Writing (Composition), *Writing Skills

Measuring student writing skills can be done holistically, by ranking compositions without enumerating their linguistic, rhetorical, or information features, or atomistically, by viewing compositions as collections of these features. A variety of holistic approaches, including primary score testing, exist. Though their reliability has been questioned, they have content validity and can serve placement purposes. Teacher, peer, and self-evaluation techniques can be applied to holistic approaches. At the other end of the holistic/atomistic continuum are the widely used norm-referenced tests of editing skills, such as the General Education Development Writing Skills Test, Cooperative English Test, Missouri College English Test, McGraw-Hill Basic Skills System, Scott-Foreman Test, Mills' Writing Pre-Test, and the Test of Standard Written English. Critics of these tests cite immeasurable factors that lower the correlation of the quality of a whole essay with the quality of its parts. Recently developed procedures focus on the intellectual processes involved in writing, by measuring syntactic complexity, analyzing linguistic structures, and analyzing the degree of focus. Other recent developments exploit the capabilities of the computer in tabulating specific items such as mature word choice, natural language, and fluency. In addition to describing a pilot study of seven measures of writing ability, this paper describes and evaluates each of the methods of measurement discussed. (AYC)

0544 ED 162 332

Hays, Janice

Play It Again, Sandra: The Use of Tape Cassettes to Evaluate Student Compositions.

Pub Date—78

Note—19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audiotape Cassettes, *English Instruction, *Grading, Higher Education, Instructional Innovation, *Magnetic Tape Cassettes, *Student Evaluation, *Teaching Methods, *Writing (Composition)

Using tape cassettes in evaluating student writing takes less time to cover more comments than does writing comments. It also allows for more personal contact with students and permits a teacher to indicate more adequately how errors can be corrected. One helpful technique is for the teacher to leave the tape recorder on while trying to provide a correction to an awkward sentence, thereby allowing the student to hear the teacher trying various ways of correction before deciding on the most satisfactory one. This gives students a chance to hear how writing is generated and to gain some courage from hearing the teacher's struggle to write. Although it takes time to get used to using a tape cassette, the advantages make it worthwhile. (TJ)

0545 ED 161 044

Sipple, Jo-Ann M.

Error Analysis: How to Translate It into Positive Teaching.

Pub Date—78

Note—17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*English Instruction, *Error Analysis (Language), Higher Education, *Models, Secondary Education, *Teaching Methods, *Writing Skills

Error analysis can provide teachers with a foundation for creating practical writing experiences for students and can allow the teacher to examine errors for linguistic features appropriate and inappropriate to the social context of writing. Teachers tend to call for a finished, error-free product, a polished final paper instead of using error analysis to discover possible patterns of error. Process-oriented writing programs involve a series of small interactive steps between teacher and student in which organization, logical thinking, and syntactic maturity are some of the subgoals in the task of writing effectively. General studies in error analysis report frequency and kind of error while specific studies look more to teaching implications. One model for using error analysis in the teaching process translates student errors into positive teaching points and then puts each teaching point through a sequence of writing tasks in order to produce modular instruction around each point. (A graphic illustration of the model is included in the paper.) (TJ)

0546 ED 153 249

Lemke, Alan

Tourists, Residents, and the Writer's Credibility.

Pub Date—Mar 78

Note—9p.; Paper presented at the Annual Meeting of the Conference on English Education (16th, Minneapolis, Minnesota, March 16-18, 1978)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Creative Writing, *Credibility, Elementary Secondary Education, Language Skills, Learning Processes, *Student Teacher Relationship, Teaching Methods, *Writing Skills

Teachers of writing can be compared to tourists in that they often deal only with the superficial aspects of student writing. Some teachers approach written themes carrying correction symbols as gadgets; others dissect student writing through the use of computer terminals and t-units. Still others view the writer romantically as someone with talent by nature, but who is chained by experience to the teacher's red pencil. The writer, in contrast, is the resident in the writing area, who writes out of a history of experience that includes perceptions, feelings, memories, humor and language. For the teacher to assist students in a meaningful way, she or he must study the composing processes in children, read student papers well, and work with the writer's strengths. In addition, the relationship between teacher and student, both in the prewriting and the writing task, merits close examination. (MAI)

0547 ED 153 244

Freeman, Caryl

The Psychology of Grading Skill Learning.

Pub Date—Apr 78

Note—14p.; Paper presented at the Midwest Regional Conference of the American Business Communication Association (Dayton, Ohio, April 7-8, 1978)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Principles, Educational Psychology, *English Instruction, *Grading, Higher Education, Learning Processes, *Student Motivation, *Teaching Methods, *Writing (Composition)

Identifiers—*Revision (Written Composition)

Many teachers use grades as a weapon or a defense—not as the powerful learning tool they can be. A grading system in which students write papers over and over until they are fully acceptable, and in which they earn checkmarks for each piece of work

accepted, serves as a powerful motivator. The checkmark system adheres to six primary learning principles: the problem–in this case, to write acceptable papers–appears genuine to students; motivation is intense and continuous; students know their rate of progress; they are not permitted to develop incorrect habits; they face challenges and successfully reach goals; and they work at their own individual speeds. Although the number of papers handled by teachers increases with this method, it is easier for teachers to grade the papers, since the emphasis is on helping students improve their work rather than on justifying an assigned grade; and although problems may arise that must be worked out by teachers, this grading system, on the whole has great advantages for both teachers and students. (GW)

0548 ED 147 870

McDonald, W. U.

The Drafting Process and the Marking of Student Papers.

Pub Date—77

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*English Instruction, *Expository Writing, *Grading, Higher Education, *Teaching Methods, *Writing Skills

This paper argues that it can be helpful to accept and comment upon preliminary drafts of student papers, as well as the "final" version that will be graded. Comments on preliminary drafts should focus on what seem to be the most fundamental matters, leaving others (including grading) for later drafts. Appropriate types of concerns and comments at each stage of the process are discussed, as are advantages and disadvantages of the approach as a whole. (AA)

0549 ED 145 454

Diederich, Paul B.

Definitions of Ratings on the ETS Composition Scale.

Pub Date—[7"]

Note—7p.; See related document CS203667

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—English Curriculum, *English Instruction, evaluation Criteria, *Program Evaluation, *Rating Scales, Secondary Education, *Student Evaluation, Testing Programs, *Writing Skills

The Educational Testing Service Composition Scale was derived from a factor analysis of grades on 300 college freshman compositions, followed by further ratings using the scales with high school papers. This summary provides brief descriptions of the characteristics of student writing rated high, middle, and low on the eight subscales: ideas; organization; wording; flavor; usage and sentence structure; punctuation, capitals, abbreviations, and numbers; spelling; and handwriting and neatness. An addendum defines 31 common errors that may also be recorded in scoring student papers. (AA)

0550 ED 137 416

Howerton, Mary Lou P. And Others

The Relationship between Quantitative and Qualitative Measures of Writing Skills.

Pub Date—[Apr 77]

Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977); For a related document, see ED 091 750

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Elementary Secondary Education, Evaluation Criteria, Grade 4, Grade 6, Grade 9, Grade 12, Multiple Regression Analysis, Predictor Variables, Rating Scales, Reliability, Scoring, Statistical Analysis, *Student Evaluation, *Writing Exercises, *Writing Skills, Written Language

Identifiers—ETS Composition Evaluation Scales, Virginia Educational Needs Assessment Program

The relationships of quantitative measures of writing skills to overall writing quality as measured by the E.T.S. Composition Evaluation Scale (CES) were examined. Quantitative measures included indices of language productivity, vocabulary diversity, spelling, and syntactic maturity. Power of specific indices to account for variation in overall writing quality was examined through use of multiple regression analysis. Subjects were 983 students in grades four, six, nine, and twelve; they were chosen from 20,000 participants in the Virginia Educational Needs Assessment Project who comprised a stratified random sample of 57 of Virginia's 140 school divisions. Subjects were matched on sex and levels of ability and achievement so that this sample resembled a nationwide rather than a statewide sample. Results of the correlation analysis indicated that quantitative and qualitative measures of writing skills are significantly related. Results of multiple regression analysis indicated that sizable amounts (from 21 percent to 57 percent in this study) of the variation in the qualitative assessement of writing performance can be accounted for by using the following quantitative predictors: total words written, total sentences written, percentage of unique words written, percentage of unique words misspelled, and number of words per T-unit. (Author/MV)

0551 ED 133 759

Farmer, William Lewis

Individualized Evaluation as a Method of Instruction to Improve Writing Ability in Freshman College Composition.

Pub Date—76

Note—98p.; Ph.D. Dissertation, Southern Illinois University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-28,737, MF $7.50, Xerography $15.00)

Pub Type— Dissertations/Theses - Undetermined (040)

Document Not Available from EDRS.

Descriptors—College Freshmen, Doctoral Dissertations, *English Instruction, Evaluation Methods, *Grading, Higher Education, Individualized Instruction, Teaching Methods, Writing Instruction, *Writing Skills

Sixty students in four sections of freshman composition participated in a study comparing written corrections of student themes with oral, individualized evaluations in which the instructor explained problems and weaknesses in each theme and helped the student improve the writing. There were no other differences in the activities of the control and experimental classes. The first and final themes were typed as submitted and were rated by four independent evaluators for content, organization, mechanics, and overall quality. Results indicated significant differences, in favor of the individualized method, in organization, mechanics, and overall quality and differences, approaching significance, in content. (Author/AA)

0552 ED 094 412

Rocchio, Fred D.

Essay Correction: Teacher's Ease–Students' Profit–Guaranteed Results.

Pub Date—May 74

Note—8p.; Paper presented at the Annual Convention of the New York State English Council (24th, Binghamton, N.Y., May 2-4, 1974)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—English Instruction, *Junior High School Students, *Teacher Effectiveness, *Teaching Methods, Writing (Composition), *Writing Skills

In order to increase their writing effectiveness, junior high school students are required to write three drafts of an essay. There are no corrections on the first draft, but a numerical code is placed in the margin to point out any errors in mechanics or problems with content which might be eliminated. Students are given a dittoed copy of twenty-eight numbered errors or problems. For example, if "11" is written in the margin, the student knows from the guide sheet that what he has written is awkward and needs to be rewritten for clarity. The students' text explains the concept, offers examples, and allows the students to review. A brief note of commendation or suggestion is included on the first draft and the papers are returned so that students can write second drafts using the guide sheet, grammar texts, and the teacher's comments. Both drafts are collected and checked for corrected or repeated errors in mechanics and improvement in content. The students use their corrected second drafts and sources to write their final drafts. (SW)

0553 ED 079 726

Lagana, Jean Remaley

The Development, Implementation, and Evaluation of a Model for Teaching Composition Which Utilizes Individualized Learning and Peer Grouping.

Pub Date—72

Note—205p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-4127, MF $4.00 Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*English, *Grade 10, Grading, *Individualized Instruction, *Peer Groups, Peer Teaching, Secondary Education, *Writing (Composition)

In this study a method of teaching composition using individualized learning and peer grouping was developed, implemented, and evaluated. The model was used with 30 students in a tenth grade English class while a control group of 30 students received more traditional instruction. It was found that significantly greater gains were made by the experimental group in organization, critical thinking, and appropriateness, while the control group had greater growth in conventions. It was concluded that peer evaluations of compositions tended to be at least as effective as teacher correction and greatly reduced the need for out-of-class teachr time spent in evaluation. Peer evaluation also enabled students to complete more compositions while receiving more feedback on each writing. In the individualized phase of the model students progressed at their own rate in acquiring composition skills without repeating previous learning. (Author/DI)

0554 ED 078 445

Borgh, Enola

Transformations and Stylistic Options.

Pub Date—Nov 72

Note—13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (62nd, Minneapolis, Nov. 23-25, 1972)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Deep Structure, *Evaluation Criteria, *Rhetoric, Sentences, Surface Structure, Syntax, *Teaching Methods, *Transformational Generative Grammar, *Writing Skills

Modern transformational grammars can be effective tools for writing, for they offer hypotheses and generalizations about English sentences which can be used in an infinite number of linguistic contexts. One writing skill which transformational grammars can help students achieve is the ability to choose between synonymous expressions. Some transformations which have rhetorical significance are the passive voice, the "there" transformation, extraposition, and the cleft. Each of these transformations enables a writer to take different syntactic routes through a sentence. Another transformation which has rhetorical significance is clause consolidation, or the ability of a mature writer to embed a number of sentences into one. While this discussion of transformations does not prove the extent to which transformational grammar can be related to the teaching of writing, it can be useful in the evaluation of writing. (DI)

0555 ED 059 222

Jung, Raymond K.

A New Approach to Understanding Children's Language Development–Analyzing Syntax of Compositions.

Pub Date—Dec 71

Note—10p.

Journal Cit—California English Journal; v7 n4 p34-43 December 1971

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Language, *Elementary School Students, Evaluation Methods, *Language Acquisition, Models, Sentence Structure, Speech Communication, *Syntax, Teaching Methods, *Writing (Composition), Writing Skills

A model for helping classroom teachers under-

stand and evaluate the growth of children in oral and written compositions is presented. The recommended procedure is centered around T-unit analysis. The following sequence is one possible way the T-unit analysis procedure might be used by an elementary school teacher: (1) Divide all the sentences of a pupil's composition into T-units; (2) Divide the total number of words in the composition by the total number of T-units, which will reveal the average length of the pupil's T units; (3) Analyze each sentence in the composition in terms of the number of T-units, number of words per T-unit, ways in which subordination and coordination are indicated, means for the development of characterization, nominals, adverbials and any other measures which affect T-unit length; (4) Prepare a summary outline based on the analysis of sentences including T-unit measures, features of the pupil's syntax, methods utilized for developing characterizations, plot structure analysis, and story interpretation; and (5) Write an evaluation based on the data obtained in steps 1 to 4. This method is illustrated with dictated oral compositions of two grade 1 students. The chief benefit of this procedure is the insights it gives the teacher as to the syntactic performance of his pupils. (Author/DB)

0556 ED 045 629

Ball, Donald L.

ETS's English Composition Test.

Virginia Association of Teachers of English.

Pub Date—May 70

Note—8p.

Journal Cit—Virginia English Bulletin; v20 n2 p12-19 May 1970

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Idioms, Paragraphs, Parallelism (Literary), *Rhetoric, *Secondary Education, *Sentence Structure, *Speech Communication, Teaching Methods, *Writing Skills

An analysis of the kinds of sentences used by students in sample ETS English Composition Test essays, and a survey of some of the actual weaknesses of these papers (e.g., shifting subjects, use of incorrect idiom, and inaccurate or incorrect word choices or usages) point to real gaps in student writing skills. Elements found in good papers (e.g., effective paragraphing, use of quotation to support a point, use of rhetorical questions, use of illustrations, and effective parallel structures) should provide both goals and methods for strengthening writing proficiency. Some specific teaching techniques for improving composition quality include (1) greater emphasis on the improvement of simple sentences before attempting a mastery of compound or complex forms (2) adoption of the methods of the Christensen Rhetoric Program ("generative rhetoric"), and (3) relating oral usage and the oral approach to writing. (MF)

0557 ED 041 944

Hillerich, Robert L.

Evaluation of Written Language.

Report No.—AERA-3-70

Pub Date—Mar 70

Note—11p; Paper presented at the annual meeting of the American Educational Research Association, Minneapolis, Minn., March 1970

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*English Curriculum, *Evaluation Methods, Experimental Teaching, Program Evaluation, Standardized Tests, *Teacher Effectiveness, Teaching Methods, *Writing Skills, Written Language

Identifiers—*Glenview Public Schools IL

An evaluation procedure was formulated to ascertain the effectiveness of an emphasis on the clarity and interest appeal of a composition as opposed to its mechanical correctness in improving a child's written expression. A random sample of themes were submitted to a general evaluation of content by six criteria and a linguistic analysis by nine criteria was performed to evaluate mechanical correctness. Later, a standardized test consisting of a timed written response to a drawing was instituted for grades 1-8. Results from this evaluation procedure suggest that emphasis on many writing experiences, evaluated in terms of the clarity and interest of the content rather than the mechanics, should continue and that the standardized test is a reliable instrument for such evaluation. (PR)

0558 ED 041 035

McLeod, Jane R.

Evaluation Techniques for Improving Compositions.

Iowa Council of Teachers of English.

Pub Date—67

Note—2p.; In Iowa English Yearbook, n12 p32-33 Fall 1967

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Freshmen, *College Students, Educational Improvement, English Curriculum, English Education, *English Instruction, Evaluation, Evaluation Methods, *Methods, Performance Criteria, *Student Evaluation, *Writing (Composition)

A three-step approach in the evaluation of students' compositions in college freshman English courses is described in this article. The student, after identifying his errors and determining possible corrections, submits an abbreviated version of the text with corrections for final review by the instructor. It is felt that with a more refined evaluation technique, the teaching of composition would become more effective. (RL)

0559 ED 040 215

Millett, Nancy C.

On Snarls and Straighteners.

Illinois Association of Teachers of English, Urbana.

Pub Date—Oct 69

Note—6p.

Journal Cit—Illinois English Bulletin; v57 n1 p13-18 Oct 1969

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—English Instruction, Evaluation Criteria, *Evaluation Methods, *Grading, Literary Styles, Standards, Student Evaluation, *Teacher Responsibility, Teaching Methods, *Writing Skills

Inconsistent grading can be frustrating for students and embarrassing for teachers. To make grades more intelligible and systematic, a standard evaluation form such as the Diederich Scale can be valuable. Such a scale increases the teacher's responsibility and forces him (1) to define the meaning of the terms on the scale; (2) to define standards from "failure" to "excellent" for each item; (3) to evaluate the paper thoroughly; (4) to state the evaluation criteria; (5) to permit the student to revise the paper in response to concrete suggestions; (6) to judge the revision by the same standards as the original; (7) to given tangible and understandable rewards for revision; (8) to rank the importance of the items on the scale; (9) to correlate teaching emphasis with evaluation criteria; and (10) to teach aspects of style. Teachers may want to adapt standard scales to their individual teaching situations and to further differentiate and define the criteria, but a clearly understood grading scale can clarify the rules of the composition game for both teachers and students and lead to better cooperation and understanding. (LH)

0560 ED 031 479

Diederich, Paul B.

Grading and Measuring.

Pub Date—65

Note—13p.; In "Improving English Composition," ed. Arno Jewett and Charles E. Bish (Washington, D.C., National Education Assn., 1965) pp. 81-91.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Cloth, $2.50, Stock No. 781-10508; Paper, $1.50, Stock No. 781-10510)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Achievement Rating, English Education, *English Instruction, *Evaluation Criteria, Evaluation Methods, Grades (Scholastic), *Grading, Student Evaluation, Student Improvement, Testing, *Writing (Composition), Writing Exercises, *Writing Skills

The low rate of agreement among readers of College Entrance Examination essays suggested the need to examine the qualities in student writing which caused wide variance in grading. To study this question, 300 homework papers by freshmen at three universities were graded by 60 distinguished readers in six fields. The following factors, by rank, seemed to influence readers: ideas expressed, grammar, punctuation, spelling, handwriting, organization, analysis, wording, phrasing, and "flavor." These factors reduced to "general merit" and "mechanics," in addition to three possible ratings of "high," "medium," or "low," were used to grade monthly test papers of English pupils in 17 high schools for 1 year. From this trial period, a means of measuring student growth in writing ability was developed. All students in a span of three grades would simultaneously write on the same topic several times a year. The unidentified papers would be graded, and the students' scores compared over a 3-year period, would indicate ther progress. (JM)

0561 ED 030 652

Hubbell, Frank F.

Using the Cartridge Tape Recorder to Grade Themes.

Pub Date—68

Note—5p.

Journal Cit—Journal of English Teaching Techniques; v1 n4 p1-4 Win 1968

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audio Equipment, Audiovisual Instruction, College Faculty, *Educational Media, *English Instruction, *Grading, Individualized Instruction, Instructional Innovation, Student Evaluation, Student Teacher Relationship, Tape Recorders, *Tape Recordings, Teaching Methods, *Writing (Composition), Writing Skills

During 1967-1968, the English Department at Pennsylvania State University, York Campus, used cartridge tape recorders on a trial basis to grade student themes. Each student in a two-term composition course purchased one tape cartridge which he submitted with each theme. While correcting the theme, the instructor recorded comments on the student's tape. The student could then listen to criticism of his paper as frequently as he wished by using the tape recorders in the library. Most students appreciated the more thorough analysis that this system afforded, although a few objected to the inconvenience of borrowing a library recorder or the inability to refer quickly to a written comment. Most of the composition instructors reacted favorably to the use of the recorder and felt that speaking directly to the student was more satisfactory, and personal, than writing comments on themes. (JM)

0562 ED 020 203

THOMAS, EDNAH SHEPARD

EVALUATING STUDENT THEMES.

Wisconsin Univ., Madison.

Pub Date—55

Note—1p.

Document Not Available from EDRS.

Descriptors—Achievement Rating, *College Freshmen, English, *English Instruction, *Grading, Standards, *Writing (Composition), *Writing Exercises, Writing Skills

Identifiers—MADISON, UNIVERSITY OF WISCONSIN

THE BOOKLET CONSISTS OF 14 IMPROMPTU THEMES WRITTEN IN 50 MINUTES BY FRESHMEN AT THE UNIVERSITY OF WISCONSIN, MADISON. TEACHERS' COMMENTS ARE INCLUDED FOR EACH THEME, AND A BRIEF HEADNOTE TO EACH GROUP OF THEMES EXPLAINS WHY THEY WERE RANKED "UNSATISFACTORY QUALITY," "MIDDLE QUALITY," OR "SUPERIOR QUALITY." THE FOREWORD CONTAINS A DISCUSSION OF THE WRITING PROCESS AND HOW TO GRADE EFFECTIVELY. THIS DOCUMENT IS AVAILABLE FROM THE UNIVERSITY OF WISCONSIN PRESS, BOX 1379, MADISON, WISCONSIN 53701. (BN)

0563 ED 018 409

NIKOLOFF, SAYRA B.

THE RELATIONSHIP OF TEACHER STANDARDS TO THE WRITTEN EXPRESSION OF FIFTH AND SIXTH GRADE CHILDREN.

National Council of Teachers of English, Champaign, Ill.

Pub Date—NOV67

Note—5P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Elementary School Students, *English Instruction, Grade 5, Grade 6, Language Arts, *Standards, Student Attitudes, *Student Reaction, Teacher Attitudes, Teacher Evaluation, Teacher Influence, *Teaching Methods, *Writing (Composition)

Identifiers—TEACHER WRITING STANDARDS INVENTORY

ONE THOUSAND STUDENT ESSAYS WERE ANALYZED TO DETERMINE WHETHER OR NOT STUDENTS WHOSE TEACHERS POSSESS "MORE STRICT" STANDARDS IN COMPOSITION INSTRUCTION PERFORM DIFFERENTLY ON A STANDARDIZED ESSAY TEST THAN DO THOSE WHOSE TEACHERS HAVE "LESS STRICT" STANDARDS. FIFTH- AND SIXTH-GRADE CHILDREN FROM ALL OF THE ELEMENTARY SCHOOLS AND FROM DEPRIVED, AVERAGE, AND MIDDLE CLASS AREAS OF NIAGRA FALLS, NEW YORK, AND THEIR 100 TEACHERS PARTICIPATED IN THE STUDY. THE "TEACHER WRITING STANDARDS INVENTORY," ESPECIALLY DEVELOPED FOR THE STUDY, WAS USED BY THE TEACHERS AND STUDENTS IN RATING THE TEACHERS' WRITING STANDARDS. ESSAYS PRODUCED BY THE CHILDREN-USING THE "SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS (STEP) ESSAY TEST," LEVEL 4, FORM D-WERE RANDOMLY SELECTED FOR ANALYSIS FROM FIVE GIRLS AND FIVE BOYS IN EACH CLASSROOM. THOSE COMPOSITIONS WRITTEN BY STUDENTS OF TEACHERS RATED "MORE STRICT" WERE KEPT SEPARATE FROM THOSE WRITTEN BY STUDENTS OF TEACHERS RATED "LESS STRICT," AND, SUBSEQUENTLY, THE PAPERS WERE DIVIDED INTO NORM AND VALIDATION GROUPS. SCORED FOR OVERALL QUALITY BY EXPERIENCED JUDGES USING THE STEP MANUAL, THE COMPOSITIONS WERE ALSO ANALYZED FOR (1) TOTAL WORDS, (2) NUMBER OF IDEAS, (3) NUMBER OF IDEAS NOT MENTIONED BY OTHERS, (4) NUMBER OF SPELLING ERRORS, AND (5) NUMBERS OF CAPITALIZATION AND END-PUNCTUATION ERRORS. NO STATISTICALLY SIGNIFICANT DIFFERENCES IN WRITING PERFORMANCE WERE REVEALED BETWEEN THE "MORE STRICT" AND "LESS STRICT" GROUPS, ALTHOUGH THE SMALL DIFFERENCES WHICH DID OCCUR FAVORED THE "LESS STRICT" STANDARDS. (THIS PAPER WAS PRESENTED AT THE 1967 NCTE ANNUAL CONVENTION.) (RD)

0564 ED 003 337

KALLSEN, T.J.

TEACHERS' USE OF DICTATING MACHINES TO IMPROVE THE WRITTEN COMPOSITION OF COLLEGE STUDENTS.

Stephen F. Austin State Coll., Nacogdoches, Tex.

Report No.—CRP-2311

Pub Date—65

Note—106P.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academically Gifted, *Achievement Rating, *Audiotape Recordings, College Students, Educational Equipment, English Instruction, High School Students, Student Attitudes, *Teacher Improvement, Teaching Experience, *Teaching Methods, *Writing (Composition)

Identifiers—TEXAS, Texas (Nacogdoches)

THE RISING WORKLOAD OF ENGLISH TEACHERS FOSTERED THIS FEASIBILITY STUDY WHICH USED DICTATING MACHINES TO TRANSMIT TEACHER COMMENTS ON COMPOSITIONS TO STUDENTS. APPROXIMATELY 600 STUDENTS IN 30 SECTIONS OF FRESHMAN ENGLISH WROTE PRE- AND POST-EXPERIMENTAL THEMES. IN CONTROL SECTIONS, TEACHERS GRADED ASSIGNED THEMES IN THE TRADITIONAL WAY WITH MARGINAL SYMBOLS AND COMMENTS. IN EXPERIMENTAL SECTIONS, ONLY MINIMUM NOTATIONS WERE ALLOWED ON THE PAPER, AND ANY EXTENDED COMMENTS WERE RECORDED ON PLASTIC DISKS FOR LATER STUDENT USE. IT WAS FOUND THAT 95 PERCENT OF THE TEACHERS AND 65 PERCENT OF THE STUDENTS LIKED THE RECORDS. FOR THE AVERAGE STUDENT, RECORDED COMMENTARY CAN IMPROVE HIS WRITTEN COMPOSITION, BUT THE IMPROVEMENT IS LIKELY TO APPROXIMATE THAT CAUSED BY THE TRADITIONAL METHOD. THE SINGLE, IMPORTANT IMPROVEMENT THAT RECORDED COMMENTARY CAN BRING ABOUT IS IN BETTER CONTENT AND ORGANIZATION, AND THAT IMPROVEMENT SEEMS TO BE RESTRICTED TO SUPERIOR STUDENTS. (JM)

0565 ED 002 698

SAUER, EDWIN H.

CONTRACT CORRECTING, THE USE OF LAY READERS IN THE HIGH SCHOOL COMPOSITION PROGRAM.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Report No.—CRP-550

Pub Date—JUN61

Note—65P.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, *Curriculum Enrichment, *English Curriculum, Experimental Curriculum, *Functional Reading, *Grading, Lay People, Reading, Secondary Education, *Writing (Composition)

Identifiers—CAMBRIDGE, MASSACHUSETTS

ENGLISH COMPOSITION CLASSES IN THREE HIGH SCHOOLS WERE USED FOR AN EXPERIMENTAL PROGRAM TO SHOW THE EFFECTIVENESS OF LAY READERS IN GRADING STUDENT PAPERS. THE PROGRAM WAS SPECIFIED AS "CONTRACT CORRECTING," OR STATED IN ANOTHER WAY, IT WAS AN ATTEMPT TO SOLVE THE PROBLEM OF AN ADEQUATE WRITING PROGRAM FOR HIGH SCHOOL STUDENTS WITHOUT THE HEAVY CORRECTING BURDEN WHICH SUCH A PROGRAM NECESSITATES FOR THE ENGLISH TEACHER. THE EXPERIMENTAL CLASSES WERE DIVIDED INTO 3 GROUPS-(1) 12 CLASSES IN WHICH CONTRACT LAY READERS GRADED COMPOSITIONS, WORKING CLOSELY WITH THE TEACHER, (2) 12 MORE CLASSES IN WHICH THE TEACHERS CORRECTED THE COMPOSITIONS THEMSELVES, AND (3) A CONTROL GROUP OF CLASSES WHERE A SECOND TEACHER GROUP WORKED WITH THE LAY READERS WHO CORRECTED THE COMPOSITIONS. ALL STUDENTS IN THE EXPERIMENT WERE GIVEN A SERIES OF IMPROMPTU THEME TESTS AT THE BEGINNING OF THE SCHOOL YEAR. LAY READERS WHO GRADED A PART OF THE PAPERS HAD NO KNOWLEDGE AS TO WHEN EACH WAS WRITTEN. CLASSES WERE COMPARED USING COVARIANCE ANALYSIS. PROGRAM RESULTS REVEALED NO GREAT DEGREE OF IMPROVEMENT IN THE QUALITY OF STUDENT WRITING, THOUGH THE AMOUNT OF WRITING INCREASED WHEN LAY READERS WERE INVOLVED. THE LAY READERS ALSO PROVIDED SOME TEACHER RELIEF IN GRADING AND SEEMED TO AFFECT IN A POSITIVE WAY THE GENERAL EFFECTIVENESS OF THE ENGLISH COMPOSITION COURSE. (JH)

THEORY AND RESEARCH ON WRITING

0566 ED 198 538

Rico, Gabriele Lusser Claggett, Mary Frances

Balancing the Hemispheres: Brain Research and the Teaching of Writing. Curriculum Publication No. 14.

California Univ., Berkeley. School of Education.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—80

Note—89p.; Prepared by Bay Area Writing Project.

Available from—Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 ($3.00 postage and handling).

Pub Type— Books (010) — Information Analyses (070) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Cerebral Dominance, *Cognitive Processes, Elementary Secondary Education, Logical Thinking, Research Utilization, Teaching Methods, Writing Exercises, *Writing Instruction, *Writing Processes

Identifiers—*Bay Area Writing Project, Intuition

Taking a cautious view of research into the workings of the brain, this booklet suggests that such research has merely given validity to a truth good teachers have always known: all people have two ways of thinking, a linear, logical way, and a spatial, intuitive way. It also suggests that faced with cries for "basics" in education, it should be remembered that nothing is more basic than thinking and that in a balanced curriculum, both kinds of thinking deserve a place. Noting that instruction in linear, logical thinking has long dominated the way writing is taught, the booklet provides a number of activities that involve students in the other kind of thinking as they compose. It argues that such activities can enrich instruction and help teachers reach students who do not respond with enthusiasm to the grammar lesson, the outline, or the five-paragraph theme. Appendixes contain models for constructing frameworks for the writing curriculum and student writing samples. (FL)

0567 ED 198 535

Myers, Miles

A Model for the Composing Process. Occasional Paper No. 3.

California Univ., Berkeley. School of Education.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—80

Note—62p.

Available from—Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 ($2.00 postage and handling).

Pub Type— Information Analyses (070) — Books (010)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Classroom Techniques, Discourse Analysis, Educational Theories, *Models, Prewriting, Research Methodology, *Writing Instruction, *Writing Processes, *Writing Research

Identifiers—Audience Awareness, Bay Area Writing Project, National Writing Project

A synthesis of three different writing theories into one model for the writing process is given in this report and evidence is provided for various parts of the model from studies using different methods of investigation. The model developed contains three phases: (1) processing or whiting as discovery, including propositionalizing, subchunking, and categorizing; (2) distancing or writing as the establishment of interpersonal relationships including task, subject, and audience; and (3) modelling or writing as the making of texts including genre, timeframe, and discourse organization. Evidence for the validity of the model is provided from studies using three different methods of investigation–rationalism, postivism and contextualism–and six approaches to teaching composition–genre, subject, situation, sentence, problem solving, and cosmetic. The report concludes that the model satisfies some of the pragmatic requirements of an educational theory: it has implications for instruction, it provides a basis for weighing research methodologies, and it synthesizes research findings from many different fields. The appendix includes the steps of the model with examples of research and classroom practice correlated. (MKM)

0568 ED 177 547

Poulsen, Richard C.

Non-Logical Discourse: Key to the Composing Process?

Pub Date—Apr 79

Note—21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, MN, April 5-7, 1979)

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anthropology, *Cognitive Processes, Cultural Background, Diachronic Linguistics, *Discourse Analysis, Human Development, *Imagination, Mythology, *Neurological Organization, Psychology, *Writing (Composition), *Writing Processes

One niche in which scholars have not looked for keys to the composing process is the sometimes illusory but vital area of nonlogical discourse, which includes fantasy, hallucination, dream, reverie, vision, trance, and meditation. Abundant evidence exists about the genesis, importance, and use of nonlogical discourse, but this evidence comes mainly from anthropologists, folklorists, psychologists, and mythographers. Many of these sources attribute nonlogical discourse to thought patterns of the primitive mind, hypothesizing that the creation of language and human religious impulses, both right hemispheric functions, complemented each other as cultures–and written expression–developed. Tribal initiation rites and naming are examples of how static, expressive discourse is used by people to satisfy their deities and the spirits of others. For primitive cultures, the sounds and noises of ceremonial, mythological, and religious actions are the basic language of life. Freud's research of dreams and the unconscious shows that the differences between the primitive and the modern mind may be found simply in the ratio of conscious to unconscious thought. Thus the composing process has nonlogical beginnings and developments; and studying the nonlogical forms of composing should help develop a better understanding of the modern composing process. (RL)

0569 ED 173 796

Kucer, S. B.

A Tentative Model of Discourse Production.

Pub Date—Mar 79

Note—9p.; Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (11th, Hartford, Connecticut, March 23-25, 1979)

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Applied Linguistics, *Cognitive Processes, *Discourse Analysis, Language Skills, *Models, *Writing (Composition), Written Language

One model of discourse production attempts to explicate deeper-level decisions that writers make, to explain why some writing activities may be more successful than others, and to indicate likely profitable modes of instruction. The model views discourse production as a series of three interactive decision levels in which (1) predicting/perceiving, (2) ideating/confirming; and (3) presenting/confirming strategies reduce the semantic knowledge to be presented and encode it into a surface-level linguistic representation. Each decision level produces a pretext structure (message base, text base) that is successively more textually and semantically organized than the previous one, and on which the next decision can operate. While all strategies are used and judged in terms of previously made decisions on other levels, implying a sequence of production, the process is interactive in nature and it is possible that all or various levels might be active simultaneously. (DF)

0570 ED 168 038

Kroll, Barry M.

A Cognitive-Developmental Approach to the Teaching of Composition.

Pub Date—Feb 79

Note—12p.; Paper presented at the Annual Meeting of the Midwest Regional Conference on English in the Two-Year College (14th, Des Moines, Iowa, February 15-17, 1979)

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, *Educational Principles, English Instruction, Guidelines, Higher Education, Learning Theories, Secondary Education, *Student Development, *Teaching Methods, *Writing (Composition)

The cognitive/developmental theories of Jean Piaget and John Dewey assert that people learn by doing and that they grow intellectually by tackling demanding problems. It is this active, problem-solving orientation that is central to a cognitive/-developmental approach to composition teaching. Six core principles can serve as guides for composition teachers who want to apply the approach to their classrooms. The key is to provide holistic writing tasks with genuine aims and audiences in mind. The second principle is to emphasize writing as a process without making the process sound too easy or simplistic. Third, composition classes should facilitate social interaction, reflecting the real purpose of writing–correspondence, collaboration, and communication. The fourth principle for teachers to follow is to recognize the importance of student attitudes; and the goals of this principle are to eliminate apprehension about writing and to get students to willingly invest their energies in composing. Fifth, teachers should extend student language facility, using such teaching techniques as free writing and sentence combining. Finally, teachers need to deal forthrightly with student writing errors, helping students learn from their mistakes. (RL)

0571 ED 168 004

Woods, William F.

Teaching Writing: The Major Theories Since 1950.

Pub Date—[78]

Note—27p.; Study prepared at Wichita State University

Pub Type— Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Trends, Elementary Secondary Education, *English Instruction, Higher Education, Literature Reviews, Models, *Teaching Methods, Theories, *Writing (Composition)

The pendular shifts in attitudes toward teaching writing reflect varying concerns that educators have had about the proper instructional emphasis–whether it should be student centered or discipline centered. The historical dates that act as signposts to these shifting attitudes toward methods of writing instruction include the following: the founding by the National Council of Teachers of English (NCTE) of the Conference on College Composition and Communication in 1949; NCTE's 1956 publication of "The English Language Arts in the Secondary School," a position statement stressing the needs of the whole child; the 1957 launching of the Sputnik satellite, initiating a scrabble for educational discipline and academic reform; the 1966 Dartmouth Conference, which developed reactions to the academic reforms; and the "back to basics," movement, typifying the retrenchment of 1977-1979. Within this historical context, several writing theories, models, and activities can be discussed: the works of John Dixon and Ken Macrorie, urging student self-discovery through language experience; Robert Zoellner's "talk-write" model; Peter Elbow's "developmental" model; Francis Christensen's "Generative Rhetoric of the Sentence"; James Moffett's theory of discourse; John Mellon's tranformational generative grammar; Frank O'Hare's sentence combining; and the heuristics of Frank D'Angelo, Richard Young, and Kenneth Burke. (RL)

0572 ED 163 501

Halloran, S. Michael

Cicero and English Composition.

Pub Date—Nov 78

Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational History, *Educational Objectives, *Educational Philosophy, *English Instruction, Greek Literature, Higher Education, Individual Development, Job Training, Latin Literature, Rhetoric, *Teaching Methods, *Writing (Composition)

Identifiers—*Cicero

The influence of Cicero on the teaching of English composition is slight and in all likelihood diminishing. Among Cicero's beliefs were that rhetoric is the highest of vocations, thought and expression have an essential unity, the question "How should I live?" is paramount, the ideal orator maintains a unity of contemplation and action, character formation is crucial, and eloquence should be developed through stylistic imitation. Cicero's views differ in significant respects from those of Aristotle, Socrates, and Plato. Although current composition teaching is a complex and confused area, it may be said to encompass two major approaches, vocational and liberal. The vocational approach focuses on the writing of clear, well-organized prose, while the liberal approach stresses writing as a mode of personal expression and development. The gradual demise of the Ciceronian idea of character and its replacement by the modern idea of self have introduced a distinction between liberal and vocational education, thus eroding Ciceronian influence. Also, developments in higher education in applied science have resulted in a severely truncated conception of rhetoric as central to neither practical nor liberal education, further eroding Ciceronian influence. (GW)

0573 ED 154 382

Cowan, Elizabeth

Tradition.

Pub Date—Feb 78

Note—10p.; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two-Year College (13th, Nashville, Tennessee, February 16-18, 1978)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, *Conventional Instruction, *English Instruction, *Higher Education, *Teaching Methods, *Writing (Composition), Writing Skills

Abstract words such as "tradition" are like ancient coins whose concrete images have worn away. Traditions can be of two forms–either alive, amendable, and expandable (such as those in a family's annual Christmas celebration), or dead, empty formalities. An example of an empty tradition is the strict rule in freshman composition classes that papers must have thesis statements; although this rule is not wrong, it is necessary to teach students the techniques of invention in order for the tradition to come back to life. Students who find something to say through one of the methods of formal invention theory will then understand about thesis sentences and will be able to write appropriate ones for their essays. There is nothing inherently wrong with traditions, then: the crucial issue is the liveliness of the spirit behind them. (CC)

0574 ED 144 056

Woods, William F.

The Rhetorical Triangle as Direction Finder in the Composing Process.

Pub Date—Mar 76

Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*English Instruction, Higher Education, *Models, *Rhetoric, *Writing Processes, *Writing Skills

One of the most useful models of the composing process is that derived from an interpretation of the rhetorical triangle. This basic model implies the relationships between the writer's subject, background, and audience, but it also points to the specific writing functions that underlie these terms. For example, in conceiving a subject, the writer discovers the ideas, images, and insights that will be used in the essay; the writer's background and motives suggest approaches to these subjects; and the writer's relationship to the intended readers allows the creation of a voice or "role" that aids in shaping the essay. Interpreted in this way, the rhetorical triangle provides a conceptual frame for planning an essay and, in this important sense, is a "direction finder," orienting students toward their goals as writers. (Author/AA)

0575 ED 126 970

Littlefield, Emerson

Some Considerations for Teaching Freshman English Composition in the Community College: A Short Review.

Pub Date—[76]

Note—18p.

Pub Type— Books (010)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, English Instruction, Language Arts, *Literature Reviews, *Teaching Methods, *Two Year Colleges, *Writing (Composition)

In this paper, a community college English instructor reviews the pertinent literature and presents his own thoughts on the roles of literature, grammar, linguistics, and semantics in teaching freshman composition and on the most common methodologies used. He also offers some general conclusions regarding composition as a subject in the community/junior college. A bibliography is appended. (DC)

0576 ED 103 871

Reece, Shelley C.

Notes on Taking Risks: A Rough Draft.

Pub Date--Mar 75

Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (26th, St. Louis, Missouri, March 13-15, 1975)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College School Cooperation, Educational Innovation, *English Curriculum, Expectation, Higher Education, Language Acquisition, Program Development, *Teacher Role, *Writing (Composition), *Writing Skills

This paper discusses the inadequacies of elementary and college education, stating that since teachers expect students to write poorly, they do. Four risks which college writing teachers must take are: offering to help teach writing in grade schools and high schools; encouraging their colleagues to relax their standards; encouraging the acceptance and use of a variety of writing styles: and learning more about the scholarly tradition in composition. (TS)

0577 ED 068 938

The Student's Right to Write and Composition Opinionnaire to the Student's Right to Write.

National Council of Teachers of English, Urbana , Ill. Commission on Composition.

Pub Date—[71]

Note—96p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Creative Writing, Elementary Education, English Curriculum, Evaluation, Grading, High Schools, Motivation, Publications, Rhetoric, Teacher Developed Materials, *Writing (Composition), *Writing Skills

Articles written by members of the Commission on Composition which define how and why to teach composition at all school levels are contained in this publication of the National Council of Teachers of English. Each article is on a major topic and is not a committee report, but is based on the author's own philosophy and experience. Among the topics discussed are creativity, motivation in teaching composition, rhetoric, usage, evaluation, and grading compositions. The appendix contains questions to stimulate discussion on each article. Included is an opinionnaire to be filled out by educators. (RS)

0578 ED 029 868

Emerging Outlines of a New Rhetoric.

Wisconsin Council of Teachers of English.

Pub Date—66

Note—45p.

Available from—Jarvis E. Bush, Director of Special Publications, Wisconsin Council of Teachers of English, Wisconsin State University, Oshkosh, Wisconsin 54901 (Cat. No. C-2, $1.00), and NCTE, 508 S. 6th St., Champaign, Ill. 61820 (Stock No. 30200 $1.00)

Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), Creative Writing, *Creativity, *English Instruction, Figurative Language, Language, Literary Devices, *Rhetoric, Secondary Education, Sentence Structure, Slow Learners, Student Motivation, Teaching Methods, Transformational Generative Grammar, *Writing (Composition)

Six papers presented at the 1966 Workshop of the English Association of Greater Milwaukee suggest that the "new rhetoric" has been shaped by fresh professional interest in ancient rhetoric, in the creative process, in the grammar of English, and in the scholarship of such men as I.A. Richards and Kenneth Burke. The papers are concerned with (1) creativity and the act of composition as one form of an "encounter of the intensively conscious human being with his world," (2) a dramatistic approach to composition in which Burke's elements of act, scene, agent, agency, and purpose are elucidated, (3) various ways to broaden the student's personal experience as a source for composition material, (4) the use of metaphor in teaching students to speak and write more vividly, (5) the use of model cumulative sentence patterns to help slow learners write sentences that are structurally sound and that incorporate vivid detail, and (6) a description of transformational-generative grammar and its significance. (JB)

0579 ED 019 297

LAMBERTS, J.J.

FRESHMAN COMPOSITION--WHEN DO WE SAY WE'VE DONE THE JOB.

National Council of Teachers of English, Champaign, Ill.

Pub Date—DEC67

Note—4P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Instruction, *College Students, Course Objectives, English, *English Instruction, *Teaching Methods, Writing (Composition), *Writing Skills

COMPOSITION TEACHERS TOO OFTEN TEACH AS IF MOST OF THE STUDENTS WILL BECOME ENGLISH MAJORS. MANY TEACHERS ALSO GIVE POOR, UNDIRECTED WRITING ASSIGNMENTS AND ASSUME, AFTER CORRECTING THE PAPERS, THAT THEIR JOB IS ACCOMPLISHED. BECAUSE STUDENTS DO NOT LEARN TO WRITE BY THIS METHOD, THE COMPOSITION COURSE SHOULD BE CUT DOWN TO A FEW BASIC ESSENTIALS. THE STUDENT SHOULD BE MADE TO FEEL RESPONSIBLE FOR EVERY WORD HE WRITES, AND TO ASSUME THAT HE IS ON HIS OWN, FOR THIS IS ONE OF THE BEST WAYS TO LEARN TO WRITE. THIS ARTICLE WAS PUBLISHED IN "COLLEGE COMPOSITION AND COMMUNICATION," VOLUME 18, NUMBER 5, DECEMBER 1967, PAGES 232-235. (BN)

0580 ED 019 276

CORBETT, EDWARD P.J.

THE RELEVANCE OF RHETORIC TO COMPOSITION.

Pub Date—68

Note—11P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication (Thought Transfer), English Education, *English Instruction, *Instructional Improvement, *Rhetoric, Teacher Effectiveness, Teaching Methods, Theories, *Writing (Composition), Writing Skills

RHETORICIANS HAVE MAINTAINED THAT A SKILL IS ACQUIRED BY STUDYING THEORY, IMITATING THE ACTS OF OTHERS, AND PRACTICING REPEATEDLY. ALTHOUGH ALL THREE ACTIVITIES FALL WITHIN THE SCOPE OF THE COMPOSITION COURSE, THEORY AND IMITATION, IN MOST INSTANCES, RECEIVE THE MOST CLASSROOM TIME. IDEALLY, THESE TWO SHOULD BE PRESENTED IN COMBINATION THROUGH A RHETORICAL APPROACH TO "COMPOSED TEXTS." RHETORIC IN THE CONTEXT OF THE COMPOSITION COURSE CAN BEST BE DEFINED AS "THE ART THAT GUIDES JUDICIOUS CHOICES OF AVAILABLE MEANS OF COMMUNICATING WITH AN AUDIENCE." THE PRACTICAL CONSEQUENCES OF THIS DEFINITION IMPLY THAT TEACHERS MUST HELP STUDENTS BECOME AWARE OF AVAILABLE MEANS OF DISCOVERING SOMETHING TO SAY AND WAYS IN WHICH THEY CAN ORGANIZE THEIR KNOWLEDGE. FURTHERMORE, STUDENTS MUST HAVE A SET OF CRITERIA WITH WHICH TO MAKE INTELLIGENT AND WISE CHOICES FROM AMONG THE AVAILABLE SUBJECT MATTERS AND FORMS. THESE CRITERIA INVOLVE A CONCERN WITH THE TYPE OF DISCOURSE ONE IS COMPOSING, ITS SUBJECT MATTER, THE AUDIENCE, AND THE WRITER HIMSELF. LASTLY, TEACHERS OF RHETORIC MUST HELP STUDENTS BECOME AS AWARE OF THE EXTERNAL WORLD AS THEY ARE OF THEMSELVES AND THEIR DISCOURSE. WHEN THIS OCCURS, TEACHERS ARE NOT ONLY TRAINING STUDENTS IN RHETORIC, BUT ALSO GIVING THEM A LIBERAL EDUCATION. (THIS ARTICLE APPEARED IN THE "KENTUCKY ENGLISH BULLETIN," VOL. 17 (1967-68), 3-12.) (MM)

0581 ED 014 491

DIXON, JOHN

GROWTH THROUGH ENGLISH, A REPORT BASED ON THE DARTMOUTH SEMINAR 1966.

Pub Date—67

Note—1p.

Document Not Available from EDRS.

Descriptors—Class Activities, *Classroom Techniques, *Conference Reports, Creative Reading, Creative Teaching, Cultural Awareness, Cultural Exchange, *Discussion (Teaching Technique), Dramatic Play, *English Curriculum, *English Instruction, Literature, Role Perception, Writing (Composition)

Identifiers—Dartmouth College NH, Dartmouth Seminar on the Teaching of English

AT DARTMOUTH COLLEGE, IN THE SUMMER OF 1966, OVER 50 EDUCATORS FROM THE UNITED STATES, ENGLAND, AND CANADA PARTICIPATED IN THE FIRST ANGLO-AMERICAN SEMINAR ON THE TEACHING OF ENGLISH. THIS REPORT, WRITTEN FOR THE ENGLISH TEACHING PROFESSION, IS NOT A SURVEY OR SUMMARY OF THE CONFERENCE, BUT RATHER IS AN ELABORATION OF THE CONSENSUS OF THE SEMINAR. HOPEFULLY, IT WILL BE A STARTING POINT FOR THE DEVELOPMENT OF NEW AND MORE EFFECTIVE ENGLISH PROGRAMS BASED ON THE CONCEPTS THAT ENGLISH, AS A SUBJECT, IS LEARNING TO ORDER EXPERIENCE THROUGH LANGUAGE, AND THAT LANGUAGE IS LEARNED THROUGH THE EXPERIENCE OF USING IT. A DETAILED ANALYSIS OF HOW THIS CONCEPT SHAPES CLASSROOM ACTIVITIES WHICH LEAD STUDENTS TO UNDERSTAND AND ARTICULATE NEW ROLES, SITUATIONS, AND LEVELS OF HUMAN EXPERIENCE IS FOLLOWED BY A DISCUSSION OF HOW STUDENTS CAN BE DIRECTED TO USE A BODY OF KNOWLEDGE AS THEIR GUIDE TO ACTION OR POINT OF REFERENCE. SUCCEEDING CHAPTERS DEAL WITH THE PROBLEMS OF CONTINUITY AND EXAMINATIONS IN SUCH AN ENGLISH PROGRAM AND WITH THE WIDER IMPLICATIONS OF SUCH A PROGRAM AS IT AFFECTS TEACHER EDUCATION AND THE SCHOOL'S RELATIONSHIP TO ITS COMMUNITY. FINALLY, A SUMMARY CHAPTER ASSESSES THE PLACE OF THIS CONFERENCE IN THE CONTINUING EFFORT TOWARD DEVISING MORE REALISTIC, MEANINGFUL, AND EFFECTIVE ENGLISH PROGRAMS. THIS DOCUMENT IS AVAILABLE FROM THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, 508 SOUTH SIXTH STREET, CHAMPAIGN, ILLINOIS 61820, STOCK NO. 02507, $1.50. (DL)

TEACHER PREPARATION

0582 ED 198 568

Weiss, Robert H.

The Pennsylvania Writing Project: From Teachers to Teachers.

Pub Date—[81]

Note—28p.; Not available in paper copy due to marginal legibility of original document.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, Higher Education, *Inservice Teacher Education, *Institutes (Training Programs), Program Descriptions, *Summer Programs, Teacher Workshops, *Writing Instruction, *Writing Processes

Identifiers—National Writing Project, *Pennsylvania Writing Project

West Chester State College and the intermediate units of Chester, Delaware, and Montgomery counties joined in 1979 to develop the Pennsylvania Writing Project (PWP) as a National Writing Project site. The William Penn Foundation provided initial funding for the project, and a number of schools and school districts have also contributed funds. Each year, the PWP–following the model of the Bay Area Writing Project–brings a group of area teachers from all grade levels to the West Chester State College campus for a four-week summer institute of intensive study and interaction. It also engages the teachers in follow-up inservice programs in which they become teacher/consultants reaching other teachers. Teachers in the summer institute participate in a variety of activities, including demonstrations of teaching methods, (usually presented by participants for their peers) and small group discussions that provide the teachers with the opportunity to practice the kinds of assignments they give their students. Nationally known experts on teaching writing also make presentations. (Extensive examples of writing from participants in the 1980 summer institute and from their students concerning their responses to learning about the writing process and the project are included.) (MKM)

0583 ED 191 819

Cotler, Harold Weiler, Pat

How to be a Teacher Author.

American Federation of Teachers, Washington, D.C. Teacher Center Resource Exchange.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-77-0092

Note—71p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Authors, Copyrights, Editing, Layout (Publications), Publications, *Self Actualization, *Teachers, *Writing Instruction, *Writing Skills

This manual was developed as a resource for teacher inservice workshops on writing and also for use by individual teachers in developing their own writing skills. Areas of instruction include: development of various manuscript elements (title, table of contents, etc.); generation of unique ideas; typing and illustration; and ways to publish the completed manuscript. (CJ)

0584 ED 191 065

Stahlecker, James And Others

National Writing Project Report. Evaluation of the Bay Area Writing Project. Technical Report.

California Univ., Berkeley. School of Education.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date—79

Note—91p.; For related documents see CS 205 779-786. A number of pages in appendix may be marginally legible.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Elementary Secondary Education, Higher Education, *Inservice Teacher Education, *Program Effectiveness, *Program Evaluation, *Teacher Improvement, *Writing Instruction

Identifiers—*Bay Area Writing Project, *National Writing Project

Prepared as part of the evaluation of the Bay Area Writing Project (BAWP), this report examines the National Writing Project (NWP) network, a group of teacher training projects designed to replicate the core model of the BAWP. The information provided in this report is divided into three sections. The first section summarizes information regarding site offerings. The second section presents assessment data on teacher change as a result of the writing projects. The third section outlines the student assessment studies conducted at 11 of the National Writing Project sites. Appendixes provide results of a survey of NWP sites, evaluations submitted from NWP sites, and data on positive evaluations made by participants of NWP program offerings. (RL)

0585 ED 191 061

Thomas, Susan

Teacher Interview Report. Evaluation of the Bay Area Writing Project. Technical Report.

California Univ., Berkeley. School of Education.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date—79

Note—73p.; For related documents see CS 205 779-786.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Behavior Change, Change Strategies, Comparative Analysis, Elementary Secondary Education, *Inservice Teacher Education, Interviews, *Program Effectiveness, *Program Evaluation, *Teacher Behavior, Teachers, Teaching Methods, Writing (Composition), *Writing Instruction

Identifiers—*Bay Area Writing Project

As part of the evaluation of the Bay Area Writing Project (BAWP), 12 teachers participating in the BAWP Summer Invitational Program and 11 teachers who participated in BAWP inservice programs were interviewed before and after their BAWP experiences. The BAWP training appeared to change both inservice and invitational teachers regardless of teacher characteristics. Teachers in the summer invitational program used a wider range of instructional techniques after their BAWP training, and they reported more frequent use of specific techniques. The inservice teachers reported a larger absolute number of significant changes in classroom practices and course emphases. BAWP training did not cause excessive emphasis on any one type of writing at the expense of other types. When BAWP teachers were compared to a group of non-BAWP teachers, it was found that the BAWP teachers were more likely to teach writing as a process rather than a product, to use a variety of techniques to teach writing, and to use peer feedback to involve students in the writing and editing process. BAWP did not seem effective in causing participants to write more (either professionally or personally) or in increasing the leadership activities of the participating teachers. (RL)

0586 ED 186 943
Moran, Charles
Teaching Teachers to Write: The Tutorial Approach.
Pub Date—Mar 80
Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Experiential Learning, Expository Writing, *Feedback, Higher Education, *Inservice Teacher Education, *Institutes (Training Programs), Program Effectiveness, Program Evaluation, Secondary Education, Secondary School Teachers, Summer Programs, Teacher Attitudes, *Teacher Behavior, *Tutoring, Writing (Composition), *Writing Instruction
Identifiers—*Writing for Publication
In a summer institute, secondary school writing teachers improved their teaching and writing skills through teaching writing by the direct method and through participating in weekly writing tutorials. Too often, writing is taught through such indirect methods as work with grammars, rhetorics, and heuristics, which seem more attractive to teachers than working directly with student writers in the actual business of writing. However, the training of writing teachers should encourage the teaching of writing by the direct method–and the most direct method is the writing tutorial. In the summer institute, teachers acted as editors during writing laboratory classes for high school students, and they participated in post-practicum sessions stressing the diagnosis of particular examples of student writing. They also spent eight hours each week in expository writing on self-chosen topics and were tutored by institute staff members in open-ended tutorials emphasizing direct response to the writing at hand, examination of all rough drafts of a piece of writing, and sharing of writing by tutors. Teachers' essays were published in two volumes during the institute. A formal evaluation of the institute, which included a full-year follow-up, suggested that the institute had been remarkably effective in changing the teaching and editing behaviors of the teachers, as well as their attitudes toward themselves as writers. (GT)

0587 ED 185 571
Evans, William E.
Recycling, Rethinking, and Retraining.
Pub Date—Mar 80
Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Course Descriptions, Course Organization, Engineering Education, Higher Education, *Interdisciplinary Approach, *Professional Development, *Retraining, *Technical Writing, *Writing (Composition), *Writing Instruction, Writing Skills
The issues and problems confronted by a professor of literature when asked to teach a technical writing course for engineers are related in this paper. The first section of the paper explains how the professor was "recycled" from a teacher of literature to a professor of technical writing at his college. The second section describes some of the considerations involved in establishing and teaching the course, among them what text to use, what material to cover, how the students and engineering faculty would respond to the course, how to staff multiple sections of the course, and how to get students to see what they could write about after they had covered the basic techniques. The third section describes the "retraining" undertaken by the professor, which involved reading books on the subject, attending conferences, joining professional societies and reading professional journals, working as an editor for engineering professors, and auditing engineering courses. (FL)

0588 ED 184 137
Shuman, R. Baird
High School Teachers and Freshman Composition.
Pub Date—Mar 80
Note—9p.; Paper presented at the combined Annual Meeting of the Secondary School English Conference and the Conference on English Education (Omaha, NE, March 27-29, 1980).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College School Cooperation, Higher Education, *Program Content, Program Descriptions, *Secondary School Teachers, Seminars, *Teacher Effectiveness, *Teacher Improvement, Writing (Composition), *Writing Instruction
A university associates program is designed to bring secondary school English teachers in the United States to the freshman composition classrooms of a large university. Upon recommendation by their superintendents and with one-year sabbatical leaves funded at half-salary by their school districts, those selected teach three sections of freshman composition and participate in a writing seminar, for which the university pays a maximum salary of $10,000. They participate in a week-long orientation session prior to beginning their teaching assignments and meet regularly with freshman rhetoric advisors. Results of the program include the interchange of ideas in the writing seminar between associates and regular faculty and the availability of the associates as resource people in their home school districts. (AEA)

0589 ED 184 123
Bay Area Writing Project/California Writing Project/National Writing Project: An Overview.
California Univ., Berkeley. School of Education.
Pub Date—[79]
Note—20p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Research, Inservice Teacher Education, Institutes (Training Programs), Program Descriptions, *Program Evaluation, Secondary Education, *Summer Programs, *Teacher Education, *Teacher Improvement, Teacher Workshops, *Writing (Composition), Writing Instruction, *Writing Skills
Identifiers—*Bay Area Writing Project
This overview of the Bay Area Writing Project (BAWP) discusses the initiation and development of BAWP, the proliferation of programs based on the Bay Area model, and the establishment of the National Writing Project (NWP). The basis for BAWP is described as the recognition that there are outstanding teachers of writing in the schools and that these teachers, when identified and encouraged, can serve as the best teachers of their peers. The report deals with other aspects of BAWP such as inservice training programs that range from three-hour workshops to year-long series of programs; follow-up activities such as monthly meetings, writing groups, and newsletters; other teacher education efforts at the University of California such as the Open Program (part of Berkeley's Summer Program for Teachers), the Subject-A Training Program, the Pre-Service Credential Program, and a Master of Arts in Teaching program; classroom based research in California secondary schools; teacher-written curriculum publications; an emphasis on writing across the curriculum; and program expansion to the state level. The last portion of the report describes the development of the NWP, explains the procedure for establishing new NWP sites, and summarizes recent evaluations of the effects of BAWP. (AEA)

0590 ED 184 116
Mueller, Roger
Come On Out–The War's Over or Making Peace With English 1A. Curriculum Publication No. 4.
California Univ., Berkeley. School of Education.
Spons Agency—Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—79
Note—24p.
Available from—Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 ($1.50 postage and handling)
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Higher Education, Interdisciplinary Approach, Student Attitudes, *Summer Programs, *Teacher Attitudes, *Teacher Improvement, Teacher Motivation, Teaching Methods, *Writing (Composition), *Writing Instruction, *Writing Skills
Identifiers—*Bay Area Writing Project, Writing across the Curriculum
This booklet is one of a series of teacher-written curriculum publications launched by the Bay Area Writing Project (BAWP), each focusing on a different aspect of the teaching of composition. In it a college professor presents a personal narrative of his experience in a BAWP summer institute and how he applied the techniques learned at the institute to his freshman composition class. Among the techniques discussed are Peter Elbow's four-step writing process for increasing writing fluency, the use of peer-review groups to build self-confidence and proficiency, and the use of the five-paragraph theme to help students master the standard formats and conventions of college writing. Other benefits of attending the BAWP institute referred to in the booklet are the suggestions for implementing a cross-disciplinary approach to teaching composition and the encouragement to do the assignments along with students and to share personal writing with them. (AEA)

0591 ED 184 114
Dandridge, Sarah And Others
Independent Study and Writing. Curriculum Publication No. 2.
California Univ., Berkeley. School of Education.
Spons Agency—Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.; Rockefeller Family Fund, Inc., New York, N.Y.; Rosenberg Foundation, San Francisco, Calif.
Pub Date—79
Note—45p.
Available from—Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 ($1.50 postage and handling)
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, *Independent Study, Individual Differences, *Performance Contracts, *Student Centered Curriculum, *Student Projects, Teaching Methods, Truancy, *Writing (Composition), Writing Instruction, Writing Skills
Identifiers—*Bay Area Writing Project
This booklet is one of a series of teacher-written curriculum publications launched by the Bay Area Writing Project, each focusing on a different aspect of the teaching of composition. The purpose of the booklet is to help teachers, parents, and students understand the provisions of contract independent study and how to start an independent study program. The first section defines contract independent study and outlines ways to implement it. The second section provides examples of high school level independent study contracts that are community based, classroom based, based on special interests, designed for "turned off" students, and based on practical experience. The third section describes elementary school contracts for both nonattending and regularly attending students. The fourth and fifth sections explain how writing and basic competency needs can be met through independent study contracts. The last section offers examples of district program guidelines for independent study and samples of individual student contracts. (AEA)

0592 ED 178 955
Schlawin, Sheila A. And Others
Teaching Writing Right.
Dutchess County Board of Cooperative Educational Services, Poughkeepsie, N.Y.; New York State Education Dept., Albany. Bureau of English Education.
Spons Agency—New York State Education Dept., Albany. Bureau of Reading Education.
Pub Date—79
Note—71p.
Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Curriculum Development, Elementary Secondary Education, *Learning Activities, Program Development, *Student Improvement, Summer Programs, Teaching Guides, *Teaching Methods, Workshops, *Writing (Composition), *Writing Skills

Produced by the participants at a summer curriculum development workshop, this booklet has a threefold purpose: to help educators in analyzing both the process and product of student writing to find ways of improving that writing, to provide activities for generating more and better student writing and for encouraging students to revise and edit more carefully, and to aid in the development of kindergarten through grade 12 writing programs. (FL)

0593 ED 178 943
Alloway, Evans And Others
The New Jersey Writing Project.
Pub Date—Feb 79
Note—12p.; A Consortium Project of Rutgers University, The Educational Testing Service, and Nineteen New Jersey Public School Districts
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cost Effectiveness, Educational Research, Inservice Teacher Education, Institutes (Training Programs), *Program Descriptions, *Program Effectiveness, *Program Evaluation, Secondary Education, Summer Programs, *Teacher Education, *Teacher Improvement, Teacher Workshops, *Writing (Composition), Writing Exercises, Writing Skills
Identifiers—New Jersey Writing Project

This report of a year-long writing project that involved over 1,600 junior and senior high school students concludes that students taught by teachers trained in writing as a process showed significant improvement over students of teachers who were not so trained. The report describes the goals and objectives of the New Jersey Writing Project, the personnel involved, the development of the program in three stages (teacher training, implementation and staff development, and assessment), the overall costs of the program, and evidence of the program's effectiveness, including tabular data. (AEA)

0594 ED 176 327
Raimes, Ann
Writing and Learning across the Curriculum: The Experience of a Faculty Seminar.
Pub Date—Apr 79
Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Assignments, Basic Skills, English Instruction, *Expository Writing, Higher Education, Intellectual Disciplines, *Interdisciplinary Approach, Learning Activities, Remedial Instruction, *Teacher Workshops, *Writing (Composition), *Writing Skills
Identifiers—*Writing Across the Curriculum

A semester-long faculty seminar at Hunter College involved teachers from 14 disciplines in weekly meetings regarding writing in the subject areas. Although the teachers read literature on writing and heard from outside writing experts, they spent most of the time working together on designing and criticizing writing assignments for their classes and on examining students' papers. Among the learnings of the teachers were that fundamental writing skills do not vary across disciplines and that students gain understanding of a subject through writing about it. The group eventually wrote a report including recommendations for writing across the curriculum, for types of writing assignments, for course changes, and for a college-wide committee to monitor writing requirements and college-wide policies on the amount of writing expected in different types of courses. Among the insights gained by the English teachers who moderated the seminar were that writing teachers should move students from personal to academic writing as soon as possible and should choose writing topics based on key concepts in other disciplines, that the teaching of the basics of acceptable writing belongs in basic writing courses or in tutorial centers, and that writing teachers must assign writing topics that enable students to write to learn at the same time that they are learning to write. (GT)

0595 ED 176 298
Young, Art
Teaching Writing Across the University: The Michigan Tech Experience.
Pub Date—Mar 79
Note—9p.; Paper presented at the Annual Meeting of the College English Association (Savannah, Georgia, March 22-24, 1979)
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Faculty, *Faculty Development, Higher Education, *Inservice Education, Inservice Teacher Education, *Interdisciplinary Approach, Teaching Methods, *Writing (Composition)
Identifiers—*Writing Across the Curriculum

The teacher-centered "writing across the curriculum" program at Michigan Technological University has as its main thrust to educate teachers from all disciplines in the functions and processes of language, to provide a framework for assistance with pedagogical strategies, and to provide follow-up experiences necessary to create a community of teachers continually cognizant of the relationships between language and learning. The focus of the program is on written language and its four major functions: communication, self-expression, knowing, and values formation. The General Motors Foundation funded week-long institutes for faculty from various disciplines to concentrate on writing and talking about writing for five summers at the rate of two or three institutes a summer. Shorter two-hour workshops on campus throughout the school year and a newsletter network for participating faculty have also been established. Classroom strategies emerging from the institutes suggest maintaining teacher and student journals, using essay questions as effective learning tools in lieu of homework problems, and incorporating revisions of formal papers in the classroom structure before final submission. The general pedagogical principle guiding the program is that students learn to write by writing and rewriting often to serve different purposes and different audiences. (AEA)

0596 ED 048 278
Baumbach, Jonathan, Ed.
Writers as Teachers/Teachers as Writers.
Pub Date—70
Note—218p.
Available from—Holt, Rinehart and Winston, 383 Madison Ave., New York, N.Y. 10017 ($5.95)
Document Not Available from EDRS.
Descriptors—*Authors, Classroom Environment, *College Students, Creative Development, *Creative Writing, Emotional Development, Student Attitudes, Student Needs, *Teacher Role, *Teaching Methods

In an attempt to exorcise cliched, hollow, "voiceless prose," 11 diverse novelists, poets, playwrights, essayists, and critics who are serious teachers of writing share their insights and feelings about their roles as teachers and about writing. Some of the goals expressed in these essays about the relationship between processes of writing and the teaching of writing are to create a community in the classroom whereby students are encouraged to learn from and with each other, to put the student writer in touch with himself, and to help him revive or discover his unique "personal voice." Contributing authors are Jonathan Baumbach, Wendell Berry, Robert Creeley, George P. Elliott, George Garrett, Ivan Gold, John Hawkes, Denise Levertov, Wright Morris, Grace Paley, and L. S. Simckes. (MF)

0597 ED 023 677
Kohl, Herbert R. Wirtschafter, Zelda Dana
Creation of a Teachers and Writers Center. Final Report.
Columbia Univ., New York, N.Y. Teachers College.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-7-0253
Pub Date—Sep 68
Grant—OEG-1-7-070253-3002
Note—75p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Creative Teaching, *Creative Writing, *Curriculum Development, *English Instruction, Experimental Programs, Experimental Teaching, Fables, Inservice Teacher Education, Lay Teachers, Pilot Projects, Poetry, *Resource Teachers, Self Expression, Student Writing Models, Teacher Workshops, Teaching Methods, Writing (Composition)
Identifiers—*Teachers and Writers Collaborative

The Teachers and Writers Collaborative at Teachers College, Columbia University, was established in 1967 to involve teachers, children, and writers in the creation of an English curriculum stimulating to the students. Three interrelated programs were developed: (1) the presence of professional writers in the public school classrooms, (2) teacher-training seminars led by the writers, and (3) the development of relevant curriculum materials. In a related pilot project, college undergraduates developed a unit on contemporary poetry that they taught at a vocational high school in Baltimore. Findings of the Collaborative suggested that professional writers inspire students to write in ways that their teachers do not envision; that all children have an intense inner life and an awareness of sex, violence, power, and other strong emotions; and that many teachers are willing to change to less authoritarian teaching styles. (Samples of children's writing are included.) (JS)

CURRICULUM GUIDES AND COURSE DESCRIPTIONS

ELEMENTARY

0598 ED 170 767

Composition in the Language Arts, Grades 1-8: An Instructional Framework. Bulletin No. 5478.

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date—[78]

Note—34p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, Curriculum Development, Drama, Elementary Secondary Education, Individualized Instruction, *Language Arts, Poetry, *Rhetoric, Self Evaluation, Teaching Guides, *Writing (Composition), *Writing Skills

Designed to help elementary and middle school language arts teachers structure a comprehensive objectives-based composition program, this guide attends to fundamental rhetorical concepts that should enable schools to effectively use existing resources while extending the range of instructional potentials in areas not often included in commercially produced materials. The guide is premised upon the importance of rhetorical concepts, processes, and forms in effective composition; it delineates objectives and activities in selected major composition areas; and it includes guiding questions and definitions for writer self-evaluation. An appendix contains student monitoring sheets. (FL)

0599 ED 169 532

Haley-James, Shirley M.

20th Century Perspectives on Teaching Written Composition in the Elementary School: A Review of Authoritative Opinion.

Pub Date—Nov 78

Note—16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978); Best Available copy

Pub Type— Historical Materials (060) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Curriculum Development, *Educational Attitudes, *Educational Trends, Elementary Education, *English Instruction, History, Teaching Methods, *Writing (Composition), Writing Processes

A committee of the National Council of Teachers of English collected data on the elementary composition teaching perspectives observed in literature between 1900 and 1950. The committee's report on two categories of their collected data--position statements and state-of-the art reviews--shows that English teachers have trended from emphasizing formalized writing and formal grammar to emphasizing the social needs that written expression fulfills ("maximum essentials") and the applications of grammar principles ("minimum essentials" such as spelling and punctuation). Although teaching theory has been cyclical overall, shifting in degrees of attention to formal writing, grammar, mechanics, and social context, the social needs composition curriculum approach has steadily gained strength throughout the fifty years. This approach couples preparatory oral language experience (also called "prewriting" or "prevision") with an attempt to adapt written work to the needs of a particular audience. Sterling Leonard was one of the early proponents of prewriting and social context, and current theory reflects his work. As a result of this literature review, one committee member notes the time lag between the publication of position statements and the appearance of associated teaching materials; evidently English teachers need to increase their communication with one another to put theory and research into practice quickly. (RL)

0600 ED 158 331

Composition K-6: A Packet for Teachers.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.

Pub Date—78

Note—75p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, Cognitive Processes, Elementary Education, Evaluation Criteria, *Language Arts, *Lesson Plans, Letters (Correspondence), *Motivation Techniques, Poetry, *Teacher Developed Materials, *Writing (Composition), *Writing Exercises, Writing Skills

Focusing on writing as a complex process, this packet was prepared to assist teachers in planning daily writing activities which combine thinking processes, mechanical skills, and composition skills. Following an introduction which contains suggestions for ways teachers can help students to write, the first section of the publication provides ideas and experiences which will encourage children to think and write. Prewriting activities are also discussed. The second section provides specific lessons in such areas as writing topic sentences, writing for different audiences, and writing in detail. Each teacher-developed lesson contains activities arranged in ascending order of difficulty for use with students of varying ages and abilities. An evaluation criterion is listed for each activity. The final section provides experiences for children which will enable them to utilize their writing skills to organize their thoughts and learnings into larger works. It also includes suggestions for helping students to share, edit, and evaluate their works. Appendixes contain discussions of mechanics, letter forms, and poetry. A bibliography of publications containing additional examples of writing-thinking activities is also provided. (FL)

0601 ED 122 817

The Electric Company Writers' Notebook.

Children's Television Workshop, New York, N.Y.

Pub Date—Aug 71

Note—57p.; Reproduced from best copy available

Pub Type— Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Black Dialects, Context Clues, Curriculum Guides, Developmental Reading, *Educational Objectives, Educational Television, *Guides, Interference (Language), Material Development, Morphophonemics, *Nonstandard Dialects, Phonetics, Phonics, Public Television, Reading, *Reading Instruction, Reading Processes, Reading Skills, Scripts, Spanish Speaking, *Television Curriculum, Word Recognition, Writing (Composition)

Identifiers—Childrens Television Workshop NY, *Electric Company

This handbook outlines the curriculum objectives for the children's television program, "The Electric Company." The first portion of the text delineates strategies for teaching symbol/sound analysis, including units on blends, letter groups, and word structure. A second section addresses strategies for reading for meaning, including processing morphemes, scanning for structure, and context clues. For each objective, examples are provided and teaching guidelines are suggested. Also included is a discussion of black dialect and possible difficulties in teaching English to Spanish speaking children. The appendixes include: (1) frequency and learnability lists, (2) a consonant elements chart, and (3) a percent of utility list for vowel combinations. (EMH)

0602 ED 112 435
Brouillet, Frank B.
Improving Written Expression in the Elementary Schools; A Rationale and Plan.
Washington Office of the State Superintendent of Public Instruction, Olympia.
Pub Date--75
Note—58p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Childrens Games, *Creative Writing, Educational Objectives, Elementary Education, *English Instruction, Evaluation Methods, *Learning Activities, Teaching Guides, *Writing Exercises, *Writing Skills
This booklet is intended to help people establish goals, objectives, activities, and evaluation tools for teaching elementary writing. The following topics are discussed: practical writing, invention, writing games, voice, personal writing, strategies and techniques teachers can use to enhance personal writing, teaching grammar and writing, evaluating growth in writing, basic skills and behavioral objectives, standardized tests, school accountability, program assessment through learning principles, and identifying problems. A final section outlines a sequence of steps for developing a writing program. Some examples of children's writing are included. (TS)

0603 ED 075 855
[Composition: Grade 6; Teacher's Guide.]
Oregon Univ., Eugene. Oregon Elementary English Project.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-8-0143
Pub Date—71
Contract—OEC-0-8-080143-3701
Note—75p.
Available from—Accompanying reel-to-reel tape only available on loan by written request from ERIC Clearinghouse on Reading and Communication Skills, NCTE, 1111 Kenyon Rd., Urbana, Ill. 61801, Attention Documents Coordinator
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Creative Activities, *Creative Writing, *Curriculum Guides, Dramatic Play, *Grade 6, Instructional Materials, Teaching Methods, *Writing (Composition)
Identifiers—*Oregon Elementary English Project
This curriculum guide for the teaching of composition at the sixth grade level includes lessons in six categories: Observing, Recallin Experiences, Making Words Work, Causes and Effects, Using Imagination, and Considering Audience. The lessons include a statement of purpose, a description of primary and/or secondary skills that are objectives of the lesson, a resume of the lesson and directions for preparing and teaching the lesson. Supplemental lessons for sixth grade students are also included. Some lessons also contain a suggested dramatic activity. A demonstration tape to accompany one of the lessons in the section entitled "Making Words Work" is included. (See related documents CS 200 511 and CS 200 512.) (DI)

0604 ED 075 854
[Composition: Grade Five; Teacher's Guide.]
Oregon Univ., Eugene. Oregon Elementary English Project.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-8-0143
Pub Date—71
Contract—OEC-0-8-080143-3701
Note—87p.
Available from—Accompanying reel-to-reel tape only available on loan by written request from ERIC Clearinghouse on Reading and Communication Skills, NCTE, 1111 Kenyon Rd., Urbana, Ill. 61801, Attention Documents Coordinator
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Creative Activities, *Creative Writing, *Curriculum Guides, Dramatic Play, *Grade 5, *Grade 6, Instructional Materials, Teaching Methods, *Writing (Composition)
Identifiers—*Oregon Elementary English Project
This curriculum guide for the teaching of composition at the fifth grade level includes lessons in six categories: Observing, Recalling Experiences, Character Identity, Feelings, Time/Space Relationships, and Using Imagination. Additional lessons are included for fifth grade students. The lessons include a statement of purpose, a description of primary and/or secondary skills that are objectives of the lesson, a resume of the lesson, and directions for preparing and teaching the lesson. Some lessons include a suggested dramatic activity. Illustrations and graphs accompany some of the lessons. A demonstration tape to accompany one of the lessons in the section entitled "Recalling Experiences" is included. (See related document CS 200 511 and CS 200 513.) (DI)

0605 ED 075 853
Composition C-D [Grades 3 and 4]; Teacher's Guide.
Oregon Univ., Eugene. Oregon Elementary English Project.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-8-0143
Pub Date—71
Contract—OEC-0-8-080143-3701
Note—120p.
Available from—Accompanying reel-to-reel tape only available on loan by written request from ERIC Clearinghouse on Reading and Communication Skills, NCTE, 1111 Kenyon Rd., Urbana, Ill. 61801, Attention Documents Coordinator
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Creative Activities, *Creative Writing, *Curriculum Guides, Drama, Dramatic Play, *Grade 3, *Grade 4, Instructional Materials, Teaching Methods, Writing (Composition)
Identifiers—*Oregon Elementary English Project
This curriculum guide for the teaching of composition contains more than sixty lessons for use with third and fourth grade students. Each lesson contains a statement of purpose, a resume, a list of materials, and directions for teaching the lesson. The major sections for both third and fourth grade are: (1) "Let's Pretend with Things," (2) "Let's Pretend with Animals," (3) "Let's Pretend with People," (4) "Let's Pretend with Seasons and Holidays," and (5) "Let's Pretend with Stories." Many of the activities are designed to involve the senses and stimulate the imagination. Some of the lessons also include a suggested drama activity. Supplementary materials include cartoon illustrations for which the children are asked to write a fitting caption and then to share their work in small discussion groups. One of the two sections includes a demonstration tape entitled "Mixed Up Animals." (See related documents CS 200 512 and CS 200 513.) (WR)

0606 ED 033 127
Riemer, George
How They Murdered the Second "R".
Pub Date—69
Note—322p.
Available from—W. W. Norton & Company, Inc., 55 Fifth Avenue, New York, New York 10003 ($7.95)
Document Not Available from EDRS.
Descriptors—Alphabets, Creative Expression, Creative Writing, English Curriculum, English Departments, *English Instruction, Grade 1, *Initial Teaching Alphabet, *Phonetic Transcription, Reading Materials, Student Development, Teacher Education, Teaching Methods, *Writing (Composition), Writing Skills, Written Language
This book suggests that first graders could express themselves on paper more easily and naturally if they were taught the Initial Teaching Alphabet (i.t.a.). The chapters take up (1) the neglect of writing skills in a reading-oriented nation, (2) a comparison of the writing performance of students who learned the i.t.a. with that of students who learned traditional orthography in the early grades, (3) the stifling effect of the Dick and Jane basal-reader system upon young writers, (4) the failure of departments and graduate schools of English to encourage a "common-sense sequence of elementary-writing instruction," (5) the value of a writing-oriented curriculum based on the i.t.a. in facilitating the intellectual and emotional development of the beginning student, (6) the advantages of the writing-oriented curriculum, and (7) the objections raised by reading-oriented education specialists when attempts are made to introduce writing skills into the school curriculum. (JM)

0607 ED 029 863
Aubrey, G. Olive
Oral and Written Expression–The Early Stages.
Pub Date—Dec 67
Note—10p.
Journal Cit—Opinion, The Journal of the South Australian English Teachers' Assn.; v11 n3 p5-13 Dec 1967
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Creative Activities, *Creative Expression, Creativity, Kindergarten Children, *Language Acquisition, *Primary Education, Self Esteem, *Self Expression, Speech Communication, Story Telling, Student Development, Student Teacher Relationship, Teacher Attitudes, Teacher Influence, Teaching Methods, Vocabulary Development, Writing (Composition)
A teacher should encourage self-expression, especially in kindergarten and primary students, by creating a sympathetic, free atmosphere in which a student can state in oral or written form his own thoughts in his own way. Self-expression in a student can be developed through his telling about himself, making up stories about pictures, or taking part in word games. If a teacher chooses topics that interest the class, free expression will follow. In all of these activities, the aim is to increase the child's powers of observation and his ability to clarify ideas through analogy. Providing ample practice in oral communication, the teacher is able to increase the student's vocabulary and his confidence in expressing himself. By giving encouragement and showing interest in what is written or composed orally, the teacher can assist the child in developing fluency of expression and an interest in words, while maintaining the freshness and excitement the child experiences when his work is appreciated. If begun in infant grades and developed through primary classes, this teaching approach will produce fluent and interested students at the secondary level. (LH)

0608 ED 026 364
Gregory, Emily, Ed. Tingle, Mary J., Ed.
Foundations for a Curriculum in Written Composition, K-6.
Georgia Univ., Athens. English Curriculum Study Center.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-5-0365
Pub Date—Jan 67
Contract—OEC-4-10-017
Note—250p.
Available from—English Curriculum Study Center, 312 Baldwin Hall, Univ. of Georgia, Athens, Georgia 30601 ($3.50).
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Anthropology, Applied Linguistics, *Curriculum Design, Curriculum Development, Educational Objectives, Elementary Education, *Elementary School Curriculum, English Curriculum, *English Instruction, Language, Language Acquisition, Linguistics, Psychology, Sociology, Structural Linguistics, *Writing (Composition), Writing Skills
Identifiers—*Project English, University of Georgia
Background information on the composition curriculum prepared by the English Curriculum Study Center at the University of Georgia is given in this book. Specific subjects covered include the theoretical basis, objectives, and structure of the curriculum in written composition for grades K-6; the contributions of anthropology, sociology, and psychology to the understanding of language; the structure of English; and the process of composing. Contributors are Rachel S. Sutton, Emeliza Swain, Wilfrid C. Bailey, Raymond Payne, John M. Smith, Jr., Emily B. Gregory, Dorothea McCarthy, William J. Free, Jane Appleby, and Sue Cromartie. (JS)

0609 ED 021 861
Selecting, Organizing, and Expressing Ideas: A Tentative Guide to Composition in the Elementary School.
Clover Park School District Number 400, Lakewood Center, Wash.
Note—151p.
Available from—John Leonard, Supervisor of English, Clover Park School District No. 400, 5214 Steilacoom Boulevard, Lakewood Center, Washington 98499 ($3.00).
Document Not Available from EDRS.
Descriptors—Creative Thinking, Creative Writing, Critical Thinking, *Curriculum Guides, *Elementary Education, *English Instruction, *Language Arts, Poetry, Sequential Approach, Speech Communication, Student Characteristics, Teaching Guides, *Writing (Composition), Writing Skills
Concerned with the selection, organization, and expression of ideas, this sequential composition guide for elementary students places emphasis on "doing" and on "using" language in speaking and writing. Introductory materials include basic assumptions about composition, an overview of skills to be mastered, and a glossary of composition terms. The guide analyzes the composition process and discusses the teaching of proofreading, revising, and evaluating. Composition skills to be developed, and activities and assignments are listed separately for kindergarten and grade 1. For grades 2-6, the teaching materials and activities for all grades are listed under the particular composition skill to be developed. (Approximate grade-level divisions are color-coded.) Among the skills are developing a controlling purpose; ordering ideas; drawing comparisons and contrasts; evaluating evidence and generalizations; and writing narration, description, and exposition. Characteristics of the child at each grade level are noted. (LH)

0610 ED 010 841
DOUGLAS, WALLACE W.
CURRICULUM STUDY CENTER IN ENGLISH COMPOSITION (REVISED).
Northwestern Univ., Evanston, Ill.
Report No.—BR-5-0686; CRP-H-003
Pub Date—31MAR67
Contract—OEC-2-10-114
Note—154P.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Curriculum Development, Curriculum Guides, English Curriculum, Grade 4, *Learning Resources Centers, *Lesson Plans, Secondary Education, *Writing (Composition)
Identifiers—Illinois (Evanston), Northwestern University IL, PROJECT ENGLISH
BASING ITS WORK ON INVESTIGATION OF SCHOOL PRACTICES AND ANALYSIS OF THE WRITING PROCESS OF CHILDREN, THE NORTHWESTERN CURRICULUM STUDY CENTER DEVELOPED A CURRICULUM IN COMPOSITION FOR THE LOWER SECONDARY GRADES. THE LESSONS DEVELOPED FOR THE SEVENTH AND EIGHTH GRADES HAD THEIR BASIS IN PESTALOZZIAN OBJECT TEACHING WHICH STRESSES SPECIFICITY AND CONCRETENESS. IN THE NINTH- AND TENTH-GRADE LESSONS, OBSERVATION WAS EXTENDED TO REFLECTION. THESE PRINCIPLES WERE ALSO THE BASIS FOR THE FORMULATION OF SPECIAL SETS OF LESSONS FOR USE WITH DISADVANTAGED FOURTH-GRADE CHILDREN. THROUGHOUT, THE LESSONS WERE PLANNED AS ILLUSTRATIONS OF THE VARIOUS STAGES OF THE WRITING PROCESS, ESPECIALLY THOSE PRIOR TO THE ACTUAL WRITING DOWN OF WORDS. OBSERVATION AND TESTIMONY SUGGESTED THAT THIS APPROACH LEADS CHILDREN INTO MAKING WRITING A MEANINGFUL PART OF THEIR EXPERIENCE. INCLUDED IN THE REPORT WERE THE ORGANIZATIONAL FORMAT OF THE CURRICULUM CENTER, A VISITATION CALENDAR, CURRICULUM CENTER BULLETINS, LISTS OF COOPERATING SCHOOLS AND PERSONNEL, AND REPORTS ON RELATED PROJECTS OF THE CENTER. (GD)

JUNIOR HIGH

0611 ED 197 359
Haviland Junior High School Writing Curriculum.
Hyde Park Central School District, N.Y.
Pub Date—80
Note—97p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Curriculum Guides, Elementary Secondary Education, *Individualized Instruction, *Interdisciplinary Approach, Junior High Schools, *Language Arts, Teaching Guides, Writing (Composition), *Writing Instruction
Identifiers—*Writing across the Curriculum
Providing a framework for the teaching of writing at the junior high school level, this manual contains instructional strategies for use by content area as well as language arts teachers. The manual is designed to correlate the principles of the Individualized Language Arts Projects (ILA) written by Edwin Ezor with specific instructional objectives in the content areas. The first section of the manual presents a brief discussion of writing and ILA; teaching techniques to start a writing assignment, including sentence synthesizing, paragraph framing, and paragraph expansion exercises; the questions, answers, and details (QAD) outlining technique, which is intended for students who have difficulty in planning and organizing multiparagraph compositions; techniques to help students improve their writing; and evaluation techniques. The second section provides information on how to develop a QAD outline, specific curriculum objectives by content area, methods by which the English teacher can integrate traditional grammar lessons into the writing program using ILA techniques, and samples of student work demonstrating the use of ILA. (FL)

0612 ED 186 914
Buchholz, Karen L. And Others
A Sequential Junior High Writing Program.
Pub Date—[75]
Note—72p.
Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Curriculum Design, Curriculum Development, *Expository Writing, Grade 7, Grade 8, Junior High Schools, Narration, *Program Design, *Program Development, Program Guides, *Sequential Approach, Teaching Methods, *Writing Exercises, *Writing Instruction
Identifiers—*Moffett (James)
A sequential writing program is described that has adapted James Moffett's ideas in "Teaching the Universe of Discourse" to suit the needs of a seventh and eighth grade school system that emphasizes expository writing instruction. The introductory chapter explains Moffett's ideas and how they were adapted for this program. Subsequent chapters discuss the various writing modes and associated writing tasks. These modes include the dramatic, nonfiction narrative, fictional narrative, and expository modes. Other chapters discuss areas of concentration for grades seven and eight, the performance objectives of the program, a growth model for measuring writing, and selected measures corresponding to the performance objectives. An appendix contains additional writing tasks for the writing modes. (RL)

0613 ED 149 381
Koczwara, Sandra G.
The Role of the Elementary School in Preparing Children for Junior High School Composition Skills.
Pub Date—Nov 77
Note—26p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (67th, New York City, November 24-26, 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Communication Skills, *Educational Objectives, Elementary Education, *English Curriculum, *English Instruction, Handwriting Skills, *Language Arts, Listening Skills, *Program Content, Speech Skills, Vocabulary Skills, Writing Skills
This paper lists the language arts skills that are developed in elementary school children, including sentence writing, punctuation, capitalization, reference, poetry, listening, conversation, spelling, and handwriting. The degree to which children are introduced to these language arts skills depends on their grade level and capabilities, as well as what skills the teacher, department, and school system consider important. Performance objectives for each skill are appended. (RL)

0614 ED 119 235
Keller, James B.
A Rhetorically-Focused Writing Module for the Junior High School.
Pub Date—[75]
Note—111p.; M.A. Thesis, Fort Hays Kansas State College; Figure within introduction may not reproduce well due to small type
Pub Type— Dissertations/Theses - Undetermined (040)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Expository Writing, Junior High Schools, *Lesson Plans, Masters Theses, *Models, *Rhetoric, Secondary Education, Teaching Methods, Writing (Composition), *Writing Skills
The purposes of the basic rhetorically-focused writing module presented in this document are to aid classroom instruction and to furnish a model of ideas and simplified techniques for developing other writing modules. Contents of this document are an introduction, a discussion of the journal as a writing form, an outline overview of the model, and five units: communication, prewriting, writing, revision, and aids. Each of the first four units contains several lesson plans, a discussion of theory, and suggested classroom resource materials. A list of references for further reading concludes the thesis. (JM)

0615 ED 091 681
Languaging: A Composition Curriculum.
Mount Diablo Unified School District, Concord, Calif.
Pub Date—Jul 73
Note—97p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Class Activities, *Curriculum Guides, *English Curriculum, Evaluation Methods, Grade 7, Grade 8, Junior High Schools, *Language Instruction, *Writing (Composition), Writing Skills
This curriculum guide reviews current theories on the teaching of writing, focuses on the nature of composition, and enumerates sequences of writing exercises for seventh and eighth grade teachers to consider for assigning to their students. Contents include "Rhetoric in the 1960's," which defines composition and explains what languaging is about; "Ways to Set Up a Composing Exercise"; "Composition Program Grade 7," and "Composition Program Grade 8," which present writing activities for those grades based on recording, reporting, and generalizing from one's imagination, life, literature, and the mass media; and "Assessment-Evaluation," which raises question about evaluating student writing and discusses tha purpose of the composition program. (RB)

0616 ED 064 743
Handbook for English Language Arts, Grades 5-12: Speech and Composition. Curriculum Bulletin, 1969-70 Series, No. 21.
New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.
Report No.—Curric-Bull-21
Pub Date—71
Note—233p.
Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn, N. Y. 11201 ($3.50; Checks should be made payable to Auditor, Board of Education)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Curriculum Guides, Elementary School Curriculum, English Instruction, *Instructional Materials, Language Acquisition, *Language Arts, Listening Skills, Secondary Education, Speech Curriculum, Teaching Guides, *Verbal Communication, *Writing (Composition), Writing Skills
Identifiers—New York (New York)

This publication is one in a series being developed for the English language arts curriculum, prekindergarten through the twelfth grade. The series is in five strands: reading, literature, speech, composition, and language. Although treated separately for purposes of clear and systematic development, in classroom practice the strands are interwoven, the presentation incorporating several and sometimes all of the five filaments. The handbook is divided into two sections: Strand Three - Speech, and Strand Four - Composition. The five chapters under Strand Three are: I. Overview of the Speech Curriculum; II. Speaking and Listening in Grades 5-12; III. The Speech Fundamentals Course; IV. Acquisition of Standard English Patterns; and V. Evaluation. Strand Four consists of: VI. Overview of the Composition Curriculum; VII. Patterns for Teaching Composition; VIII. A Ladder of Composition Skills; IX. Types of Writing; and X. Evaluating Written Composition. (Author/LS)

0617 ED 016 645

LESSONS IN THE BASIC PROCESSES IN COMPOSITION.

Northwestern Univ., Evanston, Ill. Curriculum Center in English.
Report No.—BR-5-0686-5; H-003-5
Pub Date—65
Contract—OEC-2-10-114
Note—409P.
EDRS Price - MF04/PC17 Plus Postage.
Descriptors—*Basic Skills, Classification, *Curriculum Guides, Diction, *English Instruction, Grade 7, Grade 8, Secondary Education, Sensory Experience, Teaching Guides, *Writing (Composition), *Writing Skills
Identifiers—ILLINOIS, Illinois (Evanston), NORTHWESTERN CURRICULUM CENTER IN ENGLISH, PROJECT ENGLISH

THE SEVENTH- AND EIGHTH-GRADE UNITS CONTAINED IN THIS GUIDE PROVIDE A SEQUENTIAL STUDY OF COMPOSITION WITH EMPHASIS UPON DICTION. THE SEVENTH-GRADE UNIT (10 LESSONS) DEALS WITH THE PROCESSES OF OBSERVATION, CLASSIFICATION, INDIVIDUALIZATION, REVISION, AND WITH AUTHOR INTENTION. THE EIGHT-LESSON UNIT FOR THE EIGHTH-GRADE IS CONCERNED WITH WRITING ABOUT SENSORY IMPRESSIONS. ALL LESSONS ARE COMPOSED OF EXERCISES WHEREIN STUDENTS ARE ASKED TO EXAMINE WRITING MODELS BY PROFESSIONAL AUTHORS AND WRITE ORIGINAL COMPOSITIONS. OBJECTIVES, PROCEDURES, AND DISCUSSION QUESTIONS ARE PROVIDED FOR EACH EXERCISE, IN ADDITION TO BIBLIOGRAPHIC CITATIONS WHICH DIRECT THE READER TO MODELS AND OTHER SOURCE MATERIALS. SEE ALSO TE 000 124 AND TE 000 126 THROUGH TE 000 128. (RD)

SECONDARY

0618 ED 194 904

Helping Student Writers: Grades 7-12.

New York State Education Dept., Albany. Bureau of English Education.
Pub Date—80
Note—88p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Curriculum Development, Secondary Education, *Teaching Methods, *Writing (Composition), *Writing Instruction

The information in this booklet is intended to help teachers improve writing instruction in grades seven through twelve. The topics discussed include (1) establishing a writing program in the elementary and secondary school grades; (2) guidelines for organizing writing programs; (3) assigning versus teaching; (4) establishing a writing workshop or laboratory; (5) analyzing students' writing problems, writing processes, and writing products; (6) evaluation of student papers; and (7) using the peer conferencing technique. Sample materials are provided for teaching letter writing, report writing, and persuasive writing. Activities and strategies are discussed for teaching rhetorical task, relation of parts to a unified whole, sentence structure, syntax, word choice, and mechanics. An outline delineates the basic skills in writing. A selected bibliography of recent writings on composition is also included. (RL)

0619 ED 181 460

Manzo, A. V. Sherk, J. K.

Manzo's Language Shaping Paradigm (LSP).

Pub Date—[77]
Note—11p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Language Arts, *Peer Evaluation, Postsecondary Education, Secondary Education, *Student Writing Models, Teaching Methods, Writing (Composition), *Writing Skills

A teaching strategy has been devised to teach students how to value their own thoughts and experiences. Secondary purposes of the strategy are to help students deal with their own identities, to improve their general language and essay writing abilities, and to heighten their appreciation of the writing of others. The seven steps of the teaching method are: (1) begin with a provocative discussion from which a purpose for writing is generated; (2) record the student's essay or have the student write it; (3) select one or two essays to edit jointly with the student, being sure the student understands the class will be the audience; (4) prepare comprehension questions on the student-written essay at literal, interpretive, and applied levels; (5) prepare two or three language usage exercises to point out the weaknesses and merits of the student's style; (6) have the class read the essay, do the comprehension check, and discuss their answers with the student-/author; and (7) have the class complete the language exercises. (A sample student theme and teacher-written comprehension questions are included). (AEA)

0620 ED 179 981

Kaufman, Betsy B.

Middle School High School College: A Description of a Project That Worked.

Pub Date—Oct 79
Note—11p.; Paper presented at the Annual Fall Conference of the New England Association of Teachers of English (Portsmouth, NH, October 19-21, 1979)
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Preparation, *College School Cooperation, Coordination, Course Descriptions, *Curriculum Development, Educational Cooperation, *English Curriculum, *English Instruction, Higher Education, Language Arts, *Program Descriptions, Program Development, Reading Instruction, Secondary Education, Writing (Composition)

The initiation and development of the Queens English Project, a cooperative program between Queens College (New York) and five area high schools that produced a reading/writing curriculum from the junior year of high school through the freshman year of college, is described in this paper. Discussed are the educational principles on which the project is based, the cooperative efforts of college and high school faculty, the training seminars for project personnel, the methods used to teach composition (of the fable, parable, and essay), the organization of reading/writing labs in selected high schools, and the prospects for continuing the high school labs after the project ends. (AEA)

0621 ED 175 052

Hayes, Rexine M.

The Student Writer.

Oregon State Dept. of Education, Salem.
Pub Date—Jun 79
Note—27p.
Available from—Documents Clerk, Oregon Department of Education, 942 Lancaster Drive Northeast, Salem, Oregon 97310 (no price quoted)
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Creative Writing, Language Arts, Secondary Education, Teaching Methods, *Writing (Composition), *Writing Skills

Addressed to junior and senior high school students, this beginning guide for writing speeches, research papers, and book reports outlines the processes of selecting a subject, organizing material and ideas, and beginning and ending a writing assignment. Offered as a supplement to classroom writing instruction, the guide assumes parental cooperation and involvement and suggests methods to stimulate creative thinking. (AEA)

0622 ED 172 255

Dean, Nancy

The Composition Project: A Systematic Approach to Teaching Written Composition. Research Monograph Thirty.

Florida Univ., Gainesville. P. K. Yonge Lab. School.
Pub Date—Aug 78
Note—59p.
Available from—P.K. Yonge Laboratory School, University of Florida, Gainesville, Florida 32611 (Free of charge)
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Curriculum Development, *English Instruction, *High School Freshmen, High School Students, Program Descriptions, Secondary Education, Student Writing Models, Teaching Methods, *Writing (Composition), Writing Skills

This report of the writing project at P.K. Yonge Laboratory School, University of Florida, examines the effectiveness of a systematic approach to teaching high school composition. The approach, which focuses on the skills that enable students to write clearly, correctly, and purposefully, includes sequential instructional units, considerable student writing, and an objective, concrete method for teacher evaluation of student writing. Sections of the report discuss the preparation of the project, its description, its evaluation, and the improvements that have been made as a result of the evaluation. Eleven appendixes provide samples of course materials, student work during the course, and references for teachers. (RL)

0623 ED 148 553

Gloucester: Doing and Discovering.

Pub Date—[76]
Note—7p.
Available from—Project Adventure, P.O. Box 157, Hamilton, Massachusette 01936 ($0.50)
Pub Type— Guides - General (050)
Document Not Available from EDRS.
Descriptors—*Curriculum Guides, Educational Objectives, *English, Experiential Learning, *Field Trips, Grade 9, Group Activities, *Motivation, *Outdoor Education, Secondary Education, Units of Study, *Writing Exercises
Identifiers—Massachusetts (Gloucester)

Designed to motivate a standard English class at the 9th grade level (Hamilton-Wenham Regional High School in Massachusetts), this writing unit centers on a field trip to Gloucester, Massachusetts. Broad lists of problems (tasks) are presented in 3 lists, since the original 3 groups of students (7 or 8 students to a group) were asked to solve their problems in a group effort. Examples of these problems are: get the names of 6 fishing boats; find out how many kinds of doughnuts "Dunkin Doughnuts" makes; find out where Fitz High Lane lived; get a rock from "the cut" and described "the cut"; find out who Winslow Homer was; make a map of Gloucester; and find Lloyd Battles and draw a picture of an instrument he makes. Learning goals and teaching objectives are defined and include the following: provide an in-depth experience for an English class on which to base written compositions in creative writing, factual reporting, descriptive essay, and poetry; use exploration of the city of Gloucester as a means of defining the term "setting"; increase students' first-hand knowledge of the area's history; develop student self-confidence via planned activities necessitating interaction with peers and strangers; encourage personal growth via group interaction in handling responsibility; vitalize a standard English course by utilizing an action-oriented approach; provide practice in writing by assigning 5 different introductory paragraphs for 5 different stories based on 5 different experiences, people, or settings encountered during the trip. (JC)

0624 ED 131 474
Compose Yourself: A Plan for Instruction in Written Composition, Grades 7-12. Publication No. SC-741.
Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.
Pub Date—76
Note—75p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Creative Writing, Descriptive Writing, Evaluation, Expository Writing, *Lesson Plans, Program Descriptions, Secondary Education, Teaching Guides, *Teaching Methods, *Writing (Composition), *Writing Skills
The program outlined in this document suggests that all secondary school students have continuous composing experiences in four major areas of written discourse: sensory/descriptive, imaginative/-narrative, practical/informative, and analytical/expository. This document contains a chart detailing a plan of instruction in written composition for grades 7 through 12, sample composing experiences (records of actual lessons) and student responses, evaluation materials, and position statements by the Los Angeles City Schools and the National Council of Teachers of English. Sample lesson topics are: character description–writing from a model; description–journal observation; chronological-logical sequence; point of view; friendly notes and postcard form; business letter and correct envelope form; expository paragraph on literature; editorial writing; essay to persuade; essay based on Tennyson's "Gareth and Lynette"; and defining a nonsense word. (JM)

0625 ED 102 599
A Guide for the Secondary Language Arts: Thinking, Listening, Speaking, Reading and Writing.
Gallup-McKinley County Schools, Gallup, N. Mex.
Pub Date—73
Note—87p.; Not available in hard copy due to marginal legibility of original document
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Check Lists, Curriculum Guides, *English Curriculum, *English Instruction, *Language Arts, Reading, Secondary Education, Speech Curriculum, Writing (Composition)
The goal of this guide is to provide a secondary language arts curriculum which encompasses student centered, relevant learning experiences with equal attention given to reading, writing, thinking, and oral communication. The guide contains curriculum check lists for grades 7-12, reading skills check lists for reading levels 4-12, a reading materials list, a library and reference usage guide, a glossary of library terminology, graded literature lists, independent reading book lists, a language arts materials chart, course descriptions for an elective language arts program, and an elective minicourse description for the Gallup high school English department. (JM)

0626 ED 102 597
Freshmen through Senior English Composition Curriculum.
Upper St. Clair Township School District, Pa.
Pub Date—Jun 71
Note—104p.; Prepared by English Department, Upper St. Clair High School
Pub Type— Guides - General (050)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Course Content, Course Descriptions, *Curriculum Guides, *English Curriculum, *English Instruction, *Lesson Plans, Secondary Education, *Writing (Composition)
This curriculum guide outlines a composition program for high school English and contains individual lesson plans divided by grade level from nine through twelve. The outline presents the specific areas of composition to be dealt with throughout the year, with individual lesson plans designed to aid the teacher in accomplishing stated objectives. The outline and lesson plans are structured sequentially, but no definite time limits on specific areas are stated, allowing the student to progress at his own rate. Suggestions are also included for instructional materials, although these are limited so that teachers can select materials as the students' needs are determined. (RB)

0627 ED 102 593
Composition Focus for Nine-Week Elective Courses in English, Grades 9-12 (In-Service Workshop, June 1973).
Henrico County School System, Highland Springs, Va.
Pub Date—73
Note—46p.; Developed by a committee of Henrico High School English Teachers
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Basic Skills, Curriculum Guides, *Elective Courses, English Curriculum, English Instruction, Secondary Education, *Writing (Composition), *Writing Skills
Intended as an aid to teachers of composition, this course guide focuses on the minimum essentials of writing included in elective courses at two general grade levels: 9-10 and 11-12. Emphasizing quality in composition rather than quantity, the guide provides a scheme of sequential composition experiences and suggests individualized instruction, the keeping of a journal by students, and the use of student writing samples for diagnostic and evaluative purposes. The guide includes: lists of objectives for language and composition and of minimum essentials for elective courses; statements about writing; lists of nine common student theme faults, frequently misspelled words, and suggested activities; and a bibliography. (JM)

0628 ED 102 591
Composition Focus for the Sequence of Six-Week Elective Courses Offered for English, Grades 9-10 (In-Service Workshop, June 1973).
Henrico County School System, Highland Springs, Va.
Pub Date—Jun 73
Note—71p.; Developed by a committee of J. R. Tucker High School English Teachers
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Curriculum Guides, *Elective Courses, English Instruction, Grade 9, Grade 10, Secondary Education, *Thematic Approach, Writing (Composition), *Writing Skills
This guide for teaching composition to grades 9 and 10 sets up a specific writing focus for each elective course period. The guide is divided into four units–the paragraph, description, narration, and exposition. Each unit contains a statement of the focus and lists of specific objectives, guidelines, suggested activities, and teacher resources. An appendix includes a bibliography of resource materials; a statement on the motivation of learning; statements about learning; a discussion of nine common faults in student themes and how to cope with them; suggestions for teachers of slow learners, the disadvantaged, and/or unmotivated students; a recommendation for the grouping of students in the classroom; and lists of words frequently misspelled and correction marks. (JM)

0629 ED 089 297
Sink, Donald Michael
Eleventh-Grade Composition Instruction in Selected High Schools.
Pub Date—73
Note—218p.; Ed. D. Dissertation, Auburn University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-29,989, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—English Curriculum, *English Instruction, Grade 11, *Instructional Improvement, Literature Reviews, Questionnaires, *School Surveys, Secondary Education, *Teacher Qualifications, *Writing (Composition)
The purposes of this study were to identify and enumerate essential concepts in composition, to analyze recommendations related to the role and status of composition in the high school curriculum and to the academic and professional preparation of composition teachers, to analyze extant programs of instruction in eleventh-grade composition in selected schools, and to offer recommendations for the improvement of instruction in composition in the selected high schools. A "Checklist of Major Concepts in Composition" based on an examination of the professional literature was developed and was submitted to 59 teachers of eleventh-grade composition in 23 schools in 5 southeastern states. Another questionnaire designed to ascertain the academic and professional preparation of teachers in the study disclosed that many teachers were inadequately prepared to teach composition. Five recommendations for the improvement of instruction in the selected schools were made based on the findings of the surveys and the literature review. (Author/RB)

0630 ED 088 102
A Resource Bulletin for Teachers of English–Grade 10: The Worlds of Discourse.
Baltimore County Board of Education, Towson, Md.
Pub Date—72
Note—352p.
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—*Curriculum Guides, Dramatic Play, *English Curriculum, Grade 10, *Induction, *Language Arts, Literature, Reading, *Rhetoric, Small Group Instruction, Speech Skills, Writing (Composition)
Identifiers—Maryland (Baltimore County)
This sequential curriculum guide for grade ten uses a sequence which encourages the teacher to begin with student experience and language and to progress to a variety of learning experiences which integrate all elements of the language arts and which permit students to discover their own generalizations and periodically evaluate their own progress. The steps in the procedure are: (1) propose a minimal situation which the students then develop and explore in a dramatic improvisation; (2) follow this with further exploration and development in class discussion; (3) use the ideas generated as the basis for student writing; (4) stimulate cross-commentary on and evaluation of the writing; and (5) provide for reading in the same mode of discourse. Three teaching approaches used include small group discussion, dramatic improvisation, and induction. Units cover free reading, drama (interacting), language and feelings, points of view, the language of advertising, fantasy, reportage, argumentation, visual literacy film communication, themes and variations, grammar, and the meaning in the poem. (HOD)

0631 ED 065 881
Kenzel, Elaine Williams, Jean
Paragraph Building: English.
Dade County Public Schools, Miami, Fla.
Pub Date—71
Note—16p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Course Content, *English Curriculum, *Paragraphs, Resource Materials, Speech Skills, *Teaching Guides, Teaching Methods, Writing Skills
Identifiers—*Quinmester Program
A guide for a quinmester course designed to help students identify how various types of paragraphs are developed and to provide experience in composing a variety of both oral and written paragraphs is provided. The guide presents performance objectives, course content, teaching strategies, and lists of student and teacher resources. (DB)

0632 ED 037 451
Tufte, Virginia
The Christensen Rhetoric Program.
Missouri Association of Teachers of English.
Pub Date—Mar 69
Note—4p.
Journal Cit—Missouri English Bulletin; v26 n2 p9-12 Mar 1969
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*English Instruction, *Rhetoric, Secondary Education, Sentence Structure, Structural Analysis, *Teaching Methods, Twentieth Century Literature, *Writing Skills
Identifiers—*Christensen Rhetoric Program
Designed to instruct teachers as well as high school or college students in improving their writing, the Christensen Rhetoric Program is a sequential, cumulative program, published in kit form. The

kit includes a script with lectures for the teacher, directions for using 200 transparencies on an overhead projector, and student workbooks which correlate with the transparencies. Avoiding traditional discussions of errors, the program achieves a positive approach by examining sentences and paragraphs chosen from the work of almost 100 professional writers (e.g., Bellow, Churchill, Hemingway). A student completing this program gradually masters the construction of cumulative sentences through the use of free modifiers and improves not only his style but also his literary invention and organization. (MF)

0633 ED 033 148

Fichtenau, Robert L.

Some Rhetorical Considerations for Teaching the Young Writer.

National Council of Teachers of English, Champaign, Ill.

Pub Date—Nov 65

Note—5p.

Journal Cit—English Journal; v54 n8 p720-723, 737 Nov 1965

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiences, Critical Thinking, Diction, Educational Objectives, English Curriculum, *English Instruction, Expository Writing, *Junior High School Students, Language Styles, Logical Thinking, *Rhetoric, Student Writing Models, *Teaching Methods, Teaching Models, Writing (Composition), *Writing Skills

A desirable approach and sequence for the presentation of rhetorical principles to students of junior high school age is outlined. Principles of invention, logical ordering, strategy, and style are discussed with special reference to writing models, developing skills of observation, audience consideration, and precise diction. Specific objectives are listed. (AF)

0634 ED 028 185

Unit 1204: The Evaluation of Persuasive Discourse.

Minnesota Univ., Minneapolis. Center for Curriculum Development in English.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0658

Pub Date—68

Contract—OEC-SAE-3-10-010

Note—45p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Content Analysis, Critical Thinking, *Curriculum Guides, English Curriculum, *English Instruction, Evaluation Methods, Evaluative Thinking, *Grade 12, Instructional Materials, *Language, Literary Criticism, Propaganda, *Rhetoric, Secondary Education, Speeches, Teaching Guides, Teaching Methods

Identifiers—Minnesota Center Curriculum Development in English, *Project English

This unit for grade 12 is intended to provide an introduction to the criticism of persuasive discourse. After a brief discussion of the definition of criticism, the unit proceeds to the establishment of standards for evaluating persuasive discourse, standards involving Kenneth Burke's pentad: act, scene, agent, agency, and purpose. The unit then deals with three categories of discourse which can be evaluated–the single speech or article, the persuasive discourse of a person, and the persuasive discourse of a movement. To aid in the process of criticism itself, a format of questions is set up to require the students to place the speech in a meaningful context, to analyze the speech itself, and to assess the effects of the speech. Finally, this format is used in a sample analysis of Douglas MacArthur's "Address to Congress." Procedural notes for the teacher, lectures, and discussion questions are included. (JS)

0635 ED 028 183

Unit 1202: The Language of Evocation.

Minnesota Univ., Minneapolis. Center for Curriculum Development in English.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0658

Pub Date—68

Contract—OEC-SAE-3-10-010

Note—134p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Curriculum Guides, Descriptive Writing, English Curriculum, *English Instruction, Expository Writing, Expressive Language, Figurative Language, *Grade 12, Instructional Materials, *Language, Language Styles, Literary Devices, Literature, Paralinguistics, *Rhetoric, Secondary Education, Speech Skills, Teaching Guides, Teaching Methods, Writing (Composition), Writing Skills

Identifiers—Minnesota Center Curriculum Development in English, *Project English

The purposes of this unit are to help the 12th-grade student understand that language can be used to evoke an experience, to enrich his perception of the evocative language of literature, and to demonstrate that evocation is not limited to either language or literature. The unit begins with a study of the evocative language in a radio announcer's description of President Kennedy's funeral cortege, of the role of ritual in suggesting the significance of an act, and of poetry in attempting to evoke experience. For an understanding of how evocation is related to motive, Kenneth Burke's dramatistic point of view is applied to motivation as seen in life and as re-created in literature. Next, the classification of writing (as descriptive-referential, pure-referential, and pragmatic-referential), the human tendency to create symbols, the use of figurative language, and T.S. Eliot's concept of the "objective correlative" are examined and related to selected works. Study questions for the use of evocative language in William Golding's "Lord of the Flies," discussion questions, and sample lectures are included. (See TE 001 328, TE 001 329, TE 001 332 for 10th- and 11th-grade units on discourse.) (JS)

0636 ED 028 180

Unit 1103: The Nature and Evaluation of Argument.

Minnesota Univ., Minneapolis. Center for Curriculum Development in English.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0658

Pub Date—68

Contract—OEC-SAE-3-10-010

Note—83p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Critical Thinking, *Curriculum Guides, Debate, *English Instruction, *Grade 11, *Language, Literary Devices, Logic, *Rhetoric, Secondary Education, Speech Skills, Writing (Composition), Writing Skills

Identifiers—Minnesota Center Curriculum Development in English, *Project English

This 11th-grade unit on language of discourse is designed to help students gain the ability to evaluate argument, to construct logical and reasonable discourse, and to recognize ethical standards of free speech and inquiry. Stephen Toulmin's model of "evidence-warrant-claim" is used as a basic pattern for both the evaluation and construction of argument. The nature of proof (motivational, authoritative, and substantive) is then reviewed with a particular focus on (1) lines of argument–e.g., causality, generalization, and analogy, (2) varieties of proof–e.g., fact and opinion, and (3) tests for logical adequacy–e.g., clarity, internal and external consistency, and verifiability. Finally, the ethics of argument, or the ends and means of persuasion, are determined. Readings from such sources as Walter Lippman, David Lloyd George, and Mark Twain are analyzed, and students are asked to develop speeches and essays using the various approaches they have learned. Included are procedural notes, lectures, sample discussion questions and answers, worksheets, and suggested student activities. (JB)

0637 ED 028 179

Unit 1102: The Language of Persuasion.

Minnesota Univ., Minneapolis. Center for Curriculum Development in English.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0658

Pub Date—68

Contract—OEC-SAE-3-10-010

Note—60p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Audiences, Communication (Thought Transfer), *Curriculum Guides, *English Instruction, Expressive Language, Figurative Language, *Grade 11, *Language, Literary Devices, Logic, Propaganda, Public Opinion, *Rhetoric, Secondary Education, Semantics, Speech Skills, Writing (Composition), Writing Skills

Identifiers—Minnesota Center Curriculum Development in English, *Project English

The purpose of this 11th-grade unit on language is to acquaint students with persuasion because it is one of the basic functions of discourse and a principal method of achieving change in a complex and democratic society. In this unit, students are provided with opportunities for recognizing, evaluating, and using persuasive discourse. The unit moves inductively from example to generalization and is organized around three categories for the analysis of persuasion–(1) the writer or speaker as persuasive agent, hero, or model, (2) the discourse itself as a tool of persuasion, with emphasis on abstraction levels and logical and psychological methods of language manipulation, and (3) the audience and the context of persuasion–the historical and geographical context, the sociological context of group values, and such psychological motives as subsistence, social approval, mastery, and habit. Materials in the unit include lectures, procedural notes, discussion questions, suggested activities, speaking-writing assignments, a list of resource materials, and a bibliography on the rudiments of persuasion. (See TE 001 328 and TE 001 329 for 10th-grade units on discourse.) (JB)

0638 ED 028 176

Unit 1003: The Language of Exposition.

Minnesota Univ., Minneapolis. Center for Curriculum Development in English.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0658

Pub Date—68

Contract—OEC-SAE-3-10-010

Note—89p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Classification, Communication (Thought Transfer), *Curriculum Guides, Descriptive Writing, *English Instruction, *Expository Writing, *Grade 10, *Language, Lexicology, Rhetoric, Secondary Education, Speech Communication, Speech Skills, Technical Writing, Verbal Communication, Writing (Composition), Writing Skills

Identifiers—Minnesota Center Curriculum Development in English, *Project English

This language unit for grade 10 builds on a definition of the expository use of language developed in the two previous 10th-grade units. In a brief overview of report language, the referential language of Thomas Huxley is compared with the expressive language of Edgar Allan Poe. The writings of S. I. Hayakawa, Hans Guth, and others are examined for and understanding of the language of reports. The two major topics of the unit are (1) the organization of expository discourse–the effective use of introductions and conclusions, and the unity, emphasis, and coherence of the body; and (2) the modes of exposition–description, illustration, comparison and contrast, classification, causality, and definition. Included are sample lectures, inductive questions, a bibliography on expository writing and speaking, worksheets, and writing-speaking assignment sheets which can be integrated with other units of the curriculum. (See TE 001 328 for the introductory unit on discourse.) (JB)

0639 ED 028 175

Unit 1002: The Modes and Functions of Discourse.

Minnesota Univ., Minneapolis. Center for Curriculum Development in English.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0658

Pub Date—68

Contract—OEC-SAE-3-10-010

Note—37p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classification, Communication (Thought Transfer), *Curriculum Guides, *English Instruction, *Grade 10, Induction, *Language, Language Usage, *Rhetoric, Secondary Education, Semantics, Speech Communication, Verbal Communication, Writing (Composition)

Identifiers—Minnesota Center Curriculum Development in English, *Project English

The purpose of this 10th-grade unit on language is to pose, for students, basic and tentative questions about the rhetorical uses of language. Examples are provided which designate the modes of language: Daniel Fogarty's story of rhetoric to show language which informs; materials from Northrop Frye to show language which inquires; a John F. Kennedy press conference to show language which persuades; Southerner Henry Grady's 1886 speech to New Englanders to show language which establishes social contact; and Stephen Crane's "War is Kind" to show language which evokes. Students are asked (1) to devise a model continuum of rhetorical discourse which proceeds from exposition to evocation and (2) to rank, according to the continuum, selected materials from the works of Adlai Stevenson, Sterling Moss, Peter George, Franklin D. Roosevelt, Martin Luther King, Jonathan Swift, and Amy Vanderbilt. Procedural notes, sample lectures, discussion questions, suggested student assignments, and examination questions are included. (See TE 001 329, TE 001 332, and TE 001 336 for units on exposition, persuasion, and evocation.) (JB)

0640 ED 021 853

Composition: Growth Toward Reality.

Arlington County Public Schools, Va.

Pub Date—66

Note—308p.

Available from—Mr. Fred Carpenter, Supervisor of English, Arlington County Public Schools, Arlington, Va. ($5.00).

Document Not Available from EDRS.

Descriptors—Creative Writing, Curriculum Development, *Curriculum Guides, Descriptive Writing, *English Instruction, Expository Writing, Literary Criticism, Rhetoric, *Secondary Education, Spiral Curriculum, Teaching Guides, *Writing (Composition), *Writing Exercises, Writing Skills

This cumulative writing program for grades 7-12 of the Arlington County Public Schools presents a basic philosophy of composition which assumes that the process of writing consists of "probing deeply into a subject, ordering thought, and placing those thoughts on paper in such a way as to assure meaning." Following the discussions of the three areas of the program (creative writing, exposition, and literary analysis), grade-level sections present brief representative exercises with objectives, stimuli, and discussions. Background articles, from the Yale Conference on the Teaching of English, on thinking and writing are appended. (LH)

0641 ED 021 155

A Course in Sequential Expocition: Grades 10-12.

Saint Louis Park Public Schools, Minn.

Pub Date—67

Note—446p.

EDRS Price - MF04/PC18 Plus Postage.

Descriptors—Curriculum Development, *Curriculum Guides, Descriptive Writing, Diction, *English Instruction, *Expository Writing, High Schools, Instructional Materials, Literary Criticism, Paragraph Composition, Resource Materials, *Rhetoric, Sentence Structure, Sequential Approach, Teaching Guides, Teaching Methods, *Writing (Composition), Writing Exercises, Writing Skills

The aim of this course for grades 10-12 is to develop in students their command of language through their use of it. It tries to guide the student through the actual process of composition, avoiding the treatment of the pre-writing stage and the writer's situation. The instruction material is divided into six categories (Conciseness and Clarity, Diction, Sentence Construction, Unity, Amplification, and Coherence) which are developed in the three grades through 33 teaching units. Each unit states the specific rhetorical principle under consideration; presents a bibliography and procedures for teaching the concept, often indicating how texts, duplicated material, and other resources may be utilized; and concludes with literature-correlated assignments, student writing samples, and comments on the samples. All of the units are practical examples of methods, materials, and assignments tested in the classroom and proved viable. (lh)

0642 ED 012 802

HART, JOHN A. HAYES, ANN L.

MODEL FOR AN ADVANCED PLACEMENT ENGLISH COURSE.

Carnegie Inst. of Technology, Pittsburgh, Pa.

Report No.—BR-6-8210-1

Pub Date—JAN67

Note—207P.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Acceleration, Critical Reading, *Discussion, Discussion (Teaching Technique), *English Instruction, Enrichment Activities, *Teaching Methods, *Writing Skills

THE DESIGN OF THIS COURSE WAS BASED ON THE BELIEF THAT GOOD DISCUSSION IS A WAY TO INCREASE UNDERSTANDING. ALTHOUGH THE COURSE IS PRESENTED IN DETAILED FORM, LIKE A SYLLABUS, IT WAS NOT INTENDED BY THE AUTHORS TO BE RIGIDLY FOLLOWED LIKE A SCHEDULE BUT, INSTEAD, TO BE USED AS A FRAMEWORK TO HELP THE TEACHER IN THE DEVELOPMENT OF A DISCUSSION COURSE. THE PLAN CALLS FOR 2 DAYS A WEEK TO BE DEVOTED TO DISCUSSION OF WRITING, TO IN-CLASS WRITING ASSIGNMENTS, AND TO CRITICISM OF STUDENTS' WRITING BY THE TEACHER AND THE CLASS. PLANS FOR HOMEWORK WRITING ASSIGNMENTS ARE INCLUDED. THE DISCUSSION SESSIONS PLANNED FOR THE OTHER 3 DAYS A WEEK ARE CENTERED AROUND READINGS ORGANIZED BY GENRE, OR THE KIND OF WRITING OF THE SELECTION. THE READINGS CONSIST OF SELECTIONS FROM NARRATION, POETRY, SATIRE, AND FICTION. (AL)

0643 ED 002 159

ADAMS, DOROTHY AND OTHERS

ADVANCED COMPOSITION, 12TH GRADE, AN INSTRUCTIONAL GUIDE.

Los Angeles City Schools, Calif.

Report No.—PUB-X-24

Pub Date—63

Note—53P.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Course Organization, Critical Thinking, *Grade 12, Language Arts, *Teaching Guides, *Teaching Methods, *Writing Skills

Identifiers—California (Los Angeles)

AN INSTRUCTIONAL GUIDE WHICH DEVELOPS THE SKILL NEEDED TO ACQUIRE IDEAS AND TO COMMUNICATE THEM CLEARLY AND EFFECTIVELY IN ACCEPTABLE WRITTEN ENGLISH IS PRESENTED. AN OUTLINE OF THE COURSE INCLUDES WRITING LESSONS IN DESCRIPTION, REPORTING, EXTENDED DEFINITION, CLASSIFICATION AND DIVISION, COMPARISON AND CONTRAST, INTERPRETING EXPERIENCE OR THE PERSONAL ESSAY, LITERARY CRITIQUE, ANALYSIS OF A CONTROVERSIAL ISSUE, ASSERTION AND LOGIC PERSUASION, AND INVESTIGATION AND REPORT. EACH OF THESE LESSONS IS GIVEN WITH A LIST OF SKILLS TO BE TAUGHT AND EXAMPLES OF TOPICS. EVALUATION OF THE STUDENT INVOLVES HIS IMPROVEMENT IN THE COMMAND OF WRITTEN EXPRESSION AND GROWTH IN CRITICAL THINKING. AN EXAMPLE OF THE STUDENT'S CORRECTED COMPOSITION AND THE METHODS OF CORRECTION ARE GIVEN. RECOMMENDED COMPOSITION PRACTICES AND POLICIES ARE LISTED FOR EXTENDED LEARNING EXPERIENCES. A FEW SAMPLE LESSONS AND A STUDENT CHECK LIST FOR EVALUATING AND REVISING HIS PAPER ARE ALSO INCLUDED.

K-12

0644 ED 192 349

Reidy, Edward F., Jr. And Others

Fitchburg Public Schools Skills Achievement Monitoring Programs, Fitchburg, Massachusetts: Writing.

Fitchburg Public Schools, Mass.

Pub Date—[80]

Note—59p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Basic Skills, Curriculum Guides, Elementary Secondary Education, *English Curriculum, *Evaluation Methods, *Grammar, Sequential Approach, Tests, *Writing (Composition), *Writing Evaluation, *Writing Skills

The Fitchburg, Massachusetts, school system's writing program designed to meet the requirements of the commonwealth's Basic Skills Improvement Policy is discussed in this paper. The skills sequences that were selected for use in the areas of composition (levels kindergarten through grade 12) and mechanics and usage (levels two through nine) are listed. The methods for evaluation of each of the sequences are discussed and the following materials are provided: writing sample topics; analytic rating sheets for writing samples (levels two through twelve) and explanations of the composition rating categories (levels four through six); a sample page from the mechanics and usage test; a sample student achievement report for the mechanics and usage test; and samples of class diagnostic summaries in both composition and mechanics and usage. (MKM)

0645 ED 192 325

Siegel, Gail And Others

Sequences in Writing, Grades K-13. Curriculum Publication No. 13.

California Univ., Berkeley. School of Education.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—80

Note—60p.

Available from—Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 ($3.00 postage and handling)

Pub Type— Guides - Classroom - Teacher (052) — Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, Program Descriptions, *Remedial Instruction, *Sequential Approach, Sequential Learning, Teaching Methods, *Writing (Composition), *Writing Exercises, *Writing Instruction, *Writing Processes

Identifiers—*Bay Area Writing Project

This booklet is one of a series of teacher-written curriculum publications launched by the Bay Area Writing Project, each focusing on a different aspect of the teaching of composition. It describes four sequences for teaching writing developed by four teachers at four different levels–kindergarten through grade three, intermediate grades, grades 9 through 12, and remedial–that share the following similarities: (1) all are based on the teachers' observations of the development of writing abilities in their students, (2) all treat writing as a process that may move through several stages rather than merely as the creation of finished products to be evaluated by the teacher, and (3) all view the teacher's role as one of assisting and encouraging student writers individually in finding the most effective written form for their ideas. (AEA)

0646 ED 168 023
Composition: K-12.
Chelmsford Public Schools, Mass.
Pub Date—78
Note—115p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Behavioral Objectives, Curriculum Guides, Elementary Secondary Education, *English Instruction, *Expository Writing, Learning Activities, Sequential Approach, *Writing (Composition), *Writing Skills
The purpose of this guide is to provide educators with a unified, consistent approach to the teaching of expository writing skills. The guide emphasizes the sequential development of writing skills from kindergarten through grade 12 and provides objectives for each grade level. Each objective is accompanied by an explanation that further defines various aspects of word, sentence, and paragraph development at specific levels. When appropriate, the guide also offers activities related to the objectives. (FL)

0647 ED 162 318
Blake, Robert W. Tuttle, Frederick B., Jr.
Composing as the Curriculum: A Guide for Instruction in Written Composition, Grades K-12.
Albion Central School District 1, N.Y.
Pub Date—78
Note—81p.; For related document, see CS204485
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Class Activities, *Curriculum Development, Curriculum Guides, Elementary Secondary Education, *Lesson Plans, *Writing (Composition), Writing Exercises, *Writing Processes, *Writing Skills
The Albion (New York) school district provides this guide to written composition instruction in its kindergarten through grade 12 curriculum because of the importance and necessity of writing, not only as a school activity but also as a lifelong intellectual, self-actualizing, and daily-living activity. Following a brief overview that summarizes the rationale for "composing as the curriculum," a scope and sequence chart considers topics and lessons for each grade, listing them by mode of discourse (description, narration, exposition, persuasion, and poetry). The remainder of the guide details sample writing activities drawn from the scope and sequence chart, presenting the activities by the steps in the "Albion Model" of the composing process (stimulus, prewriting, writing, workshopping, rewriting, and submission to an audience). (RL)

0648 ED 132 614
Oliver, Kenneth
A Sound Curriculum in English Grammar: Guidelines for Teachers and Parents. Occasional Paper No. 23.
Council for Basic Education, Washington, D.C.
Pub Date—76
Note—48p.
Available from—Council for Basic Education, 725 Fifteenth St. N.W., Washington, D.C. 20005 ($1.00 paper)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Curriculum Design, Curriculum Development, Elementary Secondary Education, *English Curriculum, *Grammar, Guidelines, Nonstandard Dialects, Sentence Structure, *Standard Spoken Usage, Structural Grammar, *Teaching Methods, *Traditional Grammar
This paper is divided into the following five sections, each of which considers an aspect of teaching grammar: the importance of teaching English grammar, teaching the patterns of words and sentences, the functions of words, making sentences, and a curriculum proposal for teaching standard English in the elementary grades through high school. (LL)

0649 ED 078 426
English Language Arts: Composition Section, K-12.
New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.; New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.
Pub Date—69
Note—90p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Curriculum Guides, Descriptive Writing, *Elementary Education, Expository Writing, Grammar, Rhetoric, *Secondary Education, Sentences, Sentence Structure, *Writing (Composition), *Writing Skills
This curriculum guide provides suggested learning activities for a sequential program in composition skills for grades K-12. The composition skills discussed are listed in developmental levels, not necessarily in terms of grade levels. It is recommended that the student become familiar with basic skills before progressing to the more complex ones. The guide is organized so that the teacher can help the student to include in his writing those patterns which he already uses in his speech. The first part of the guide contains activities related to the mastery of writing sentences and the second part contains activities related to the understanding and use of basic patterns of organizing and developing ideas in writing. Each of these parts is divided into activities for levels K-3, 4-6, 7-9, and 10-12. (DI)

0650 ED 066 739
Language Arts: Composition Skills K-12.
Instructional Objectives Exchange, Los Angeles, Calif.
Spons Agency—California Univ., Los Angeles. Center for the Study of Evaluation.
Pub Date—72
Note—241p.; Revised Edition
Available from—Instructional Objectives Exchange, P. O. Box 24095, Los Angeles, Calif. 90024 ($8.00)
Document Not Available from EDRS.
Descriptors—Ballads, *Behavioral Objectives, Connected Discourse, Criterion Referenced Tests, Curriculum Guides, Educational Objectives, Elementary Schools, *English Curriculum, Epics, Expository Writing, Haiku, Kindergarten, *Language Arts, Language Instruction, Paragraphs, Poetry, Secondary Schools, *Writing Skills
There are 127 basic composition objectives in this revised collection for use in kindergarten through high school. At least one evaluation per objective is given. The objectives are organized as follows: (1) Story Writing which covers fanciful and realistic types such as: myths, fable, short story, fiction, and writing dialogue; (2) Letters both social and business; (3) Figurative and Descriptive Language such as: personification, metaphor, simile, alliteration, and onomatopeia; (4) Poetry Skills such as recognition of metrical patterns, and rhyme schemes; (5) Poetry Writing such as: narrative, lyric, haiku, ballad, sonnet, and cinquain. Paragraph Form Development objectives are as follows: (1) Expository, topic sentence, direct and indirect sentence links; (2) General Expository methods on how and when to write paragraphs; (3) Narrative development, chronology, and summarized and dramatized narrative; (4) Descriptive development; (5) Discursive Development, inductive and deductive organization; (6) Generative development defining a paragraph as a sequence of structural related sentences. Some references on essays and rhetoric are included. (GR)

0651 ED 001 153
LANGUAGE ARTS ADVISORY COMMITTEE
TEACHING COMPOSITION. SUGGESTIONS FOR THE TEACHER, KINDERGARTEN THROUGH COLLEGE.
Colorado State Dept. of Education, Denver.
Pub Date—OCT64
Note—27P.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Skills, Teaching Guides, Teaching Methods, Writing (Composition), Writing Skills
Identifiers—COLORADO, Colorado (Denver)
A SEQUENTIAL AND FLEXIBLE PROGRAM IN COMPOSITION IS PRESENTED WHICH PREVENTS INEFFECTIVE TEACHING OF THE SAME SKILLS AND PLACES THE EMPHASIS ON REAL WRITING SKILLS RATHER THAN MERE MECHANICAL CORRECTNESS. THIS PUBLICATION STATES WHAT NEEDS TO BE TAUGHT TO PRODUCE SATISFACTORY WRITING AT ALL LEVELS FROM KINDERGARTEN THROUGH COLLEGE. IT SUGGESTS AN ORDER IN WHICH THE ELEMENTS OF WRITING SHOULD BE PRESENTED AND GIVES SPECIFIC WAYS IN WHICH TO TEACH THEM.

HIGHER EDUCATION

0652 ED 197 348
Kwalick, Barry, Ed. Slaughter, Virginia, Ed.
Developing College Writers.
City Univ. of New York, N.Y.
Pub Date—18 Apr 80
Note—51p.; Proceedings of the Annual CUNY Association of Writing Supervisors (CAWS) Conference (4th, New York, NY, April 18, 1980).
Available from—CUNY Instructional Resource Center, 535 East 80th St., New York, NY 10021 ($2.00)
Pub Type— Collected Works - Proceedings (021) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—College English, College Freshmen, *Curriculum Development, *Educational Assessment, English (Second Language), English Curriculum, Grants, Higher Education, Job Training, Models, Second Language Learning, *Teaching Methods, Writing Evaluation, *Writing Instruction, Writing Research, Writing Skills
Identifiers—*City University of New York
The proceedings of the fourth annual Association of Writing Supervisors within the City University of New York (CUNY) are offered in this special newsletter issue. The papers from the proceedings are organized under the five thematic strands of the conference, which confronted the central issues of writing instruction at CUNY. The five strands are (1) literacy and employment, including employers' viewpoints and teaching career-oriented writing courses; (2) writing assessment, including the CUNY Writing Test and the curriculum, the New York City Schools and the City University, and the CUNY Writing Test and current research in writing; (3) grants for college writing programs; (4) writing instruction and English as a second language; and (5) teaching models, including affective approaches, planning courses, language styles and voices, and methods of teaching writing. (RL)

0653 ED 184 141
Lewes, Ulie E.
Developing the Writing/Composition Major.
Pub Date—Mar 80
Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Advanced Courses, *Curriculum Development, Educational Planning, Higher Education, Majors (Students), *Program Development, *Specialization, *Writing (Composition), *Writing Instruction
In an era of educational retrenchment in which career-oriented students are seeking useful, practical instruction, the challenge facing writing departments and writing teachers is to develop a curriculum serving a variety of undergraduate majors without straining budgets and without expanding staffs. Toward that end, the "Concentration in Writing" program was developed and implemented at Ohio Wesleyan University during the late 1970s. Comments about the courses in the program, their appeal to particular groups of students, and the utilization of existing faculty and resources illustrate that writing courses beyond the freshman level are needed and that most liberal arts colleges can implement writing concentrations within the English major. (The writing course descriptions and suggested and required course sequences at Ohio Wesleyan are attached.) (RL)

0654 ED 177 561

Canuteson, John A.

A College-Wide Review of Writing Instruction and the Adoption of a New Program in Writing Instruction at a Four-Year Liberal Arts College.

Pub Date—[78]

Note—15p.; Report prepared at William Jewell College

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, *Interdisciplinary Approach, *Learning Laboratories, Program Descriptions, Program Development, Testing Programs, *Writing (Composition), *Writing Instruction, *Writing Skills

Identifiers—*Writing Across the Curriculum

This paper discusses the development of a program of writing instruction across the curriculum at William Jewell College. It reports on a series of faculty forums that discussed what the college-wide standards for effective writing should be, investigated multidisciplinary instruction in writing, and considered a proficiency test. Descriptions of the diagnostic test used, the writing center, writing courses beyond freshman composition, the proficiency test required to attain junior standing, the use of the ACT Educational Opportunity Service, and the booklet outlining the writing expectations at Jewell College are included. The paper concludes with several observations about the rationale for not teaching remedial courses and some of the advantages expected from the writing program. (TJ)

0655 ED 176 294

Kinghorn, Norton D.

The Generative Rhetoric of Practically Everything.

Pub Date—Apr 79

Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, Educational Problems English Curriculum, *English Instruction, *Generative Grammar, Higher Education, *Instructional Improvement, *Rhetoric, *Writing (Composition)

Generative rhetoric is an essential part of any composition program or instruction in written language that begins with the preschool child and continues through the freshman year of college and beyond. Applying the principles of generative rhetoric to selected essays and student performance established the need to maintain the place of generative rhetoric in the freshman English program at the University of North Dakota. The program is a sequence of two courses, the first dealing with the structures of written discourse, concentrating on narration and description; the second on the strategies of written discourse as they apply to expository and persuasive prose. Problems in maintaining the program have arisen from the community's expectations of instruction in the basics, the use of unfamiliar jargon, and the faculty's lack of training in and disdain for teaching composition. To overcome these difficulties, two principles have been kept in mind: the focus of a freshman English course should never leave writing, and the process of teaching writing should be viewed holistically as beginning with the preschool child and never ending. If generative rhetoric along with sentence combining and other proven tactics were taught in the public schools, freshman English would not need to be a remedial program, but a college level course in the higher strategies of rhetoric and writing. (AEA)

0656 ED 173 784

Rose, Mike

Teaching University Discourse: A Theoretical Framework and a Curriculum.

Pub Date—May 79

Note—23p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (12th, Ottawa, Canada, May 8-11, 1979)

Pub Type— Guides - Classroom - Teacher (052) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, Curriculum Guides, Descriptive Writing, *English Curriculum, *Expository Writing, *Higher Education, Technical Writing, *Writing (Composition), Writing Exercises

An examination of the written products and writing situations of a university reveals that virtually all of these writing tasks call for exposition, which further breaks down into the five components of seriation, classification, synthesis, compare/contrast, and analysis. These five components of expositional discourse form a set of investigative/communicative tools for use in all disciplines, each of which has its own way to systematically examine phenomena, evaluate evidence, and present results. Since undergraduates are required to write in certain forms, the freshman composition course must bridge faculty expectations and student skill. Composition curricula need to reflect a careful sequence, taking full advantage of the human affinity for the sequential and hierarchical, while introducing students to the various styles of academic prose. (An outline for a ten-week freshman writing curriculum is included, describing sessions on the following aspects of university writing: sensitivity to audiences, formal and stylistic conventions in academic exposition, and each of the five components.) (DF)

0657 ED 159 698

Lally, Tim D. P.

The Intellectual Content of Freshman English.

Pub Date—78

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MFC1/PC01 Plus Postage.

Descriptors—College Freshmen, *Course Content, English Curriculum, *English Instruction, Higher Education, *Interdisciplinary Approach, Writing (Composition), *Writing Skills

The intellectual content of freshman English includes both the subject of writing itself and the subject the student writes about. Writing has often focused on personal subjects with the assumption that the student knows himself or herself and that the student has developed a point of view allowing intelligent writing. A second source of subject matter has been literature partly because the teachers are well-qualified in this field. Usually, however, time has to be spent teaching subject-area information and methodology so students will have something to say. Some double courses in literature and writing have arisen to help solve the problems of trying to teach two contents in a limited time. It is equally possible to teach double courses in economics and composition or in business administration and composition. By redefining the freshman English course with the importance of its intellectual content firmly in mind, it should be possible to expand composition offerings beyond the first year of college with the intellectual content reflecting the relation of the liberal arts to non-liberal arts studies. (TJ)

0658 ED 158 819

Sharkey, Peter L.

Learning to Write Sentence by Sentence: A Modular Approach to English Composition.

Claremont Graduate School, Calif.

Spons Agency—Andrew W. Mellon Foundation, New York, N.Y.; Department of Health, Education, and Welfare, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—Jun 78

Note—31p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, Curriculum Guides, *English Instruction, Expository Writing, Language Skills, Learning Modules, Remedial Instruction, *Remedial Programs, Syntax, *Two Year Colleges, *Writing Exercises, *Writing Skills

Identifiers—College of Marin CA

The Learning to Write Sentence by Sentence curriculum was developed at the College of Marin (California) to promote increased student awareness of quality in communication by providing concentrated exercise in writing. This self-paced course forces the student to think before writing, by using rhetorical and complicated instructions on how to convey verbal images in the styles under consideration. It challenges the student to write expository essays at a college level using ambitious work structures. The course of study is composed of three major sections–predication, language, and syntax; within each section are units to be covered in sequence. Each stresses one concept and includes unit objectives and assignments, discussions, suggested supplementary work, and a post-test. A part of the student portion of this modular curriculum is presented in this report, including the general introduction to the course, its objectives and the resources and learning activities which are involved; a description of the course of study; the entirety of the first unit in the predication section; and an outline of subsequent units. (MB)

0659 ED 151 806

Wallace, Terry H. Smith

A Systematic Approach to Instruction in English Composition.

Pub Date—Oct 77

Note—22p.; Paper presented at the Annual Meeting of the Pennsylvania Council of Teachers of English (21st, Champion, Pennsylvania, October 14-16, 1977)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavioral Objectives, Course Organization, *English Instruction, Higher Education, Models, *Systems Approach, Teaching Methods, *Units of Study, *Writing (Composition), *Writing Skills

This paper describes a systematic approach to composition instruction and provides evidence of that system's successful implementation. The approach is based on Benjamin S. Bloom's Taxonomy and has five stages: presenting the student with reasons for learning the material, listing immediate and long-range instructional objectives, preassessing students' abilities to see if they have already achieved the objectives, prescribing and performing a variety of learning activities (including self-quizzes, class discussions, presentations, and student/teacher conferences), and making periodic evaluations to see if students have reached their goals. The five stages are used for each writing assignment or each unit of study within the composition course. Examples of unit outlines, self-quizzes, and questions from revision data sheets illustrate the ways the five stages can be applied to units of study on composition. The responses from pre-course and post-course student evaluations indicate that this systematic approach facilitates the learning of composition skills and that students completing the course had a more positive attitude toward literary composition. (RL)

0660 ED 151 797

Tixier, Linda

The Development, Implementation, and Evaluation of a Model for Teaching Composition Which Utilizes Gestalt Therapy Techniques.

Pub Date—77

Note—225p.; Ed.D. Major Applied Research Project, Nova University

Pub Type— Dissertations/Theses - Undetermined (040)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Community Colleges, *English Instruction, *Teaching Methods, Two Year Colleges, *Writing (Composition), *Writing Exercises, *Writing Skills

Identifiers—Gestalt Therapy

As a solution to the problems presented by approaches to teaching English composition that are almost purely cognitive in nature, an experimental

course was offered for freshmen at the Miami-Dade Community College. The course was designed to be holistic and confluent, synthesizing both the cognitive and affective domains by incorporating Gestalt therapy techniques into the teaching of writing skills. Course exercises focused on the concepts of communication and awareness; organization skills were not introduced until students had developed confidence in their ability to generate worthwhile writing content. The course was evaluated in four ways, including administration of the Personality Orientation Inventory and assessment by a panel of English teachers. Findings indicated that the course had a positive effect on the students' writing skills, self-actualization, and willingness to communicate orally, and the students themselves reported greater enjoyment in writing. Course materials and exercises comprise one-third of the document; appendixes include the forms used in evaluation. (CC)

0661 ED 149 343

Gillespie, Vincent

The Composition Program: The Hole of It.

Pub Date—77

Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, Educational Change, Educational Needs, *English Curriculum, *English Instruction, Financial Problems, Futures (of Society), Higher Education, *Program Improvement, *Writing (Composition)

As cutbacks continue to be made in college programs and faculty, composition programs will have to prove themselves effective or else face massive cutbacks. To improve their programs, composition instructors should abandon the ineffective approaches of the past, which have been based on formal courses in the principles of good composition, and should recognize that students learn to be literate writers not through the study of rhetoric, but through constant directed practice in writing. They should make an effort to organize programs based on student needs, to establish competency based requirements and forget the credit hour fixation, to establish university-wide programs to improve student writing, and to assist other departments in developing writing programs. In addition, they should attempt to make effective use of the composition teaching budget, to choose staff members on the basis of their teaching ability rather than on the basis of their formal academic training, and to develop programs for nontraditional students. (GW)

0662 ED 144 094

Herzog, Tobey C.

Sport in the Composition Class.

Pub Date—77

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Athletics, College Freshmen, *Course Descriptions, *English Instruction, Higher Education, Learning Activities, Literary Criticism, *Literature, Literature Appreciation, Student Motivation, *Teaching Methods, Units of Study, *Writing (Composition), Writing Skills

This paper describes a freshman composition course that is taught through the use of sports literature. The first part of the paper considers the merits of a literature-based composition course, the value of a topic-oriented approach to writing, and the benefits of reading and writing about sports. The second section discusses sequential course units, in which students participate in the following activities: general discussion and free writing on the subject of sports; reading samples of sports writing and writing personal narratives and pieces of sports reporting; studying and writing about the role of sports in society; reading literature related to sports and writing short critical essays based on the reading selections; and preparing a final piece of writing in any form. The conclusion of the paper notes the success of the course in motivating students--whether or not they are sports enthusiasts--to read and to write. (GW)

0663 ED 143 033

Steele, Mildred R.

Communication: An English Course for Juniors and Seniors.

Pub Date—76

Note—29p.; Course prepared at Drake University; Syllabus has some fading of type and may have poor reproducibility

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Course Content, Course Descriptions, *English Curriculum, *English Instruction, Higher Education, Individualized Instruction, Nonverbal Communication, *Speech Communication, Speech Curriculum, *Writing (Composition)

This paper describes the development and design of English 118 at Drake University. The course, geared primarily for college juniors and seniors, devotes proportionate shares of time to the theory, practice, and analysis of written expression, oral interpretation, and nonverbal communication. Six course options enable a wide variety of students to adapt the course more specifically to their needs, abilities, achievement levels, and schedules; student response to the options has been positive. Two scheduled individual conferences with the teacher enable students to focus on their course interests or problems. Staggered due dates for assignments enable the instructor to cope more adequately with assignments. A course syllabus, course requirements, and a bibliography are included. (RL)

0664 ED 140 353

Bloom, Lynn Z.

Including a Concentration in Composition in the Traditional English Ph.D. Program.

Pub Date—Apr 77

Note—9p.; Paper presented at the Annual Meeting of the College Conference on Composition and Communication (Kansas City, Missouri, April 1977)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Doctoral Programs, *Employment Qualifications, *English Curriculum, English Education, *English Instruction, *Graduate Study, Higher Education, Linguistics, Masters Degrees, Rhetoric, *Writing (Composition)

This paper points out that students who earn a Ph.D. in English in a conventional literary curriculum are often totally ignorant of linguistics, rhetoric, and current research in the teaching and learning of composition. Yet such knowledge is invaluable for many reasons. Graduate students can become more accurate critics of their own writing, if they can make use of some of the tools of linguistic or rhetorical analysis. They can become more skillful literary critics and better teachers of both literature and writing. Furthermore, fully one-half of the teaching jobs currently available at the college level include the teaching of composition; therefore, at least one-half of the English doctoral students who plan to teach in four-year colleges and universities ought to have some formal instruction in composition. The paper lists the aims of a graduate concentration in composition, both for M.A. and Ph.D. candidates, and makes a few general suggestions for curriculum requirements for a minor or major in composition. Finally, the paper examines ways in which staffing can be provided for such programs and discusses other resources which the programs might draw on. (GW)

0665 ED 140 327

Naugle, Helen H.

An Experimental English 1002 Course.

Pub Date—[76]

Note—9p.; Composition Course developed at Georgia Institute of Technology

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biographies, Course Descriptions, *English Instruction, Expository Writing, *Field Interviews, Higher Education, *Older Adults, *Oral History, Teaching Methods, *Writing Skills

Identifiers—Foxfire, Teacher Student Conferences

English 1002, an advanced college composition course, is based on the Foxfire Project (in which Appalachian students interview elderly persons about mountain crafts and lore). After two weeks of classroom drill and practice in composition skills, each student is matched with a resident of a home for the elderly, located near the campus. During each of the next four weeks, students interview the elderly persons, write papers growing out of the interviews, and write memoranda to the instructor about their activities. They meet once a week in a formal classroom situation, at which time they read their writing to the class and get needed instruction in composition skills. Frequent instructor/student conferences are scheduled. Although no reading material is assigned, students typically read the Foxfire books and numerous biographical essays, in order to get guidance in writing their papers. In the last part of the quarter, students meet together regularly and write formal expository essays. Students taking this course are reported to be more animated, more motivated, and more dedicated to their work than are students in conventional courses; their enthusiasm is revealed in student evaluations filled out at the end of the course. (GW)

0666 ED 137 781

Flood, Jeanre A.

A Research Program in Composition.

Pub Date—76

Note—5p.; Paper presented at the Annual Meeting of the Modern Language Association, 1976

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Processes, *Doctoral Programs, *English Curriculum, English Departments, *Expository Writing, Higher Education, Information Theory, *Linguistics, Psychology, Rhetoric, *Writing (Composition)

The Department of English at Wayne State University is planning to introduce a doctoral program directed to the processes involved in the composition of expository prose. Students admitted to the program will be trained primarily in linguistics and cognitive psychology, though they will also work in communication theory and rhetorical analysis. The program will include three years of course work beyond the B.A. At the end of the third year, course work and preliminary examinations will have been completed, and students will begin a major research project for the dissertation, under the combined direction of a linguist and a psychologist. The new program is seen to be relevant to the total work of the English department and to be of potentially great value to colleagues working in psychological, semiotic, and linguistic criticism. (AA)

0667 ED 123 914

Trevino, Albert D.

Designing a Non-Remedial Freshman Composition Course for Mexican-Americans.

Pub Date—Jan 76

Note—8p.; Paper presented at the Conference on College English and the Mexican-American (Pan-American University, January 22-24, 1976)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Students, *College Curriculum, College Freshmen, Course Content, *Course Descriptions, *English Curriculum, English Instruction, Higher Education, *Mexican Americans, *Writing (Composition)

This paper briefly examines the viability and potential of a non-remedial college freshman composition course designed for those Mexican-American students who are capable of entering and successfully completing the regular freshman English class. The rhetorical concepts and skills of composition normally taught in Freshman English can more easily be taught using content which is potentially of more interest to the Mexican-American student. This paper offers a few examples of the way in which certain selected materials may be used to teach various types of composition. (Author/DB)

0668 ED 120 798
Hardaway, Francine
Educating Adults.
Pub Date—24 Mar 76
Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (27th, Philadelphia, Pennsylvania, March 25-27, 1976)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, Community Colleges, *English Instruction, *Enrollment Trends, *Humanistic Education, *Individualized Instruction, Individual Needs, Two Year Colleges, Writing (Composition)
This paper discusses adult education at community colleges. Three types of adults returning to school are delineated: the employed male who returns to school to update his occupational skills, the housewife who comes back to school after her children have left home, and the senior citizen or retired person who is not interested in a degree. It is argued that these adult students are candidates for many kinds of individualized instruction. Several types of individualized instruction for English composition are discussed including computer-assisted instruction and radio and television instruction. It is concluded that teachers should recognize the vulnerabilities of these adult students and recognize their special human needs. (TS)

0669 ED 119 228
Muller, John Arnold
A Pragmatic Approach to the Teaching of Composition.
Pub Date—75
Note—295p.; Ph.D. Dissertation, University of Massachusetts
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-5290, MFilm $7.50, Xerography $15.00)
Pub Type— Dissertations/Theses - Undetermined (040)
Document Not Available from EDRS.
Descriptors—Curriculum Development, Doctoral Dissertations, *Educational Philosophy, Higher Education, *Program Design, Student Behavior, *Teaching Methods, *Writing (Composition), *Writing Skills, Written Language
Identifiers—*Pragmatic Approach
Applying the principles of American Pragmatism to college composition offers a solution to the general problems of program design, syllabi development, instructional effectiveness, and student behavior modification. American Pragmatism involves the classic problems of meaning and knowledge. These problems stem from the linguistic possibility of constructing grammatic messages without verifiable referents, and are compounded by the concomitant Platonic/Cartesian notion of intelligence as a private, inaccessible process which informs and causes the public, measurable world of action and material. Meaning, for the pragmatist, is a human construction constrained by the physical world; it is a working hypothesis, an instrument of human requirements, and is dependent upon the social context in which it operates. This dissertation argues that a pragmatic approach to composition would solve many of the problems. Applied directly to questions of focus, clarity, precision, and audience effect, pragmatic principles of meaning and action would provide the student with effective guidelines, and give the instructor guidelines for remediation and evaluation. (Author/TS)

0670 ED 119 223
Hogan, Robert Craig
The Rationale, Design, Implementation, and Evaluation of a Composition Program Employing Backward Sequence.
Pub Date—75
Note—229p.; Ph.D. Dissertation, University of Pittsburgh
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-5446, MFilm $7.50, Xerography $15.00)
Pub Type— Dissertations/Theses - Undetermined (040)
Document Not Available from EDRS.
Descriptors—Doctoral Dissertations, *English Curriculum, Higher Education, Paragraph Composition, *Program Descriptions, *Programed Instruction, Program Evaluation, *Writing (Composition), *Writing Skills
Identifiers—*Backward Chaining
This dissertation presents a rationale for the use of a backward sequence of instruction (most often termed backward chaining) in the design of a programed, self-instructional text teaching college students to write logically organized paragraphs, make the organization of a research paper clear, and logically organize a research paper. The 250-page programed text based on that rationale is explained, a sample programed unit using a simplified version of the Christensen method of paragraph criticism is included, and a description of the implementation with 46 community college students follows. The three versions of the text used were backward sequenced, forward sequenced using the same materials, and forward sequenced with the material designed to foster discrimination of the discriminative stimuli deleted. The backward sequenced version resulted in significant increases in favorable effect, the ability to logically organize paragraphs, and the ability to make the organization of the paper clear. No significant gain scores were obtained for any other version of the text in either skills taught or affect. (Author/JM)

0671 ED 119 209
Witte, Stephen P. And Others
An Experimental English Composition Program: Instructional and Curricular Models.
Pub Date—75
Note—12p.; Paper presented at the Annual Meeting of the Oklahoma Council of Teachers of English (Oklahoma City, April 1975); Not available in hard copy due to marginal legibility of original document
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Career Education, *Curriculum Design, Higher Education, Individualized Instruction, *Instructional Design, *Liberal Arts, Models, Writing (Composition), *Writing Skills
The Experimental English Composition Program, developed at Oklahoma State University, responds to the university's need for practical composition courses and the English faculty's concern for humanistic courses. This program presents a variety of instructional options with more personalized learning manuals and a combination of individually paced instruction and conventional instruction. In addition, the program offers many curricular options for composition objectives which complement students' educational goals. Eighteen one-semester credit hour courses are divided into three groups: basic skills education, liberal arts education, and career education. All courses in group 1 are required, and the university's six-hour composition requirement may be completed by a combination of courses in the second and third groups. (Diagrams of instructional models are included.) (JM)

0672 ED 116 238
Courts, Patricia L.
The Student-Centered Freshman Composition Course: A Rationale and Model.
Pub Date—75
Note—7p.; Paper presented at the Annual Meeting of the New York State English Council (25th, Buffalo, October 9-11, 1975); Not available in hard copy due to marginal legibility of original document
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Class Activities, *College Freshmen, Course Content, *Course Descriptions, English Instruction, Higher Education, *Student Centered Curriculum, *Teaching Models, *Writing (Composition)
The purpose of this paper is to briefly describe what student-centeredness means and how it differs from more traditional modes of teaching-learning, and then to exemplify how the student-centered approach might work in a freshman composition course. Following a statement of objectives for a student-centered composition course is a discussion of the kinds of activities that were used in a student-centered composition course at the State University College at Fredonia, New York. (RB)

0673 ED 109 677
Schechtman, Gilbert
Mastery Learning at Olive-Harvey College.
Pub Date—Mar 75
Note—7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (26th, St. Louis, March 13-15, 1975)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Grading, Higher Education, *Learning Activities, *Mastery Learning, Measurement, Self Evaluation, *Teaching Methods, Unit Plan, *Writing Skills
Mastery Learning, a learning strategy which denies the inevitability of the normal grading curve, holds promise in skill-building courses. For a composition course using this strategy, course objectives must first be established and stated behaviorally, after which the course may be broken into learning units, each lasting perhaps two weeks. At the end of a two-week instruction period, students take a formative or diagnostic test–one of the defining features of Mastery Learning. Students not passing the test are directed to another defining feature, corrective learning experiences. Unit subjects may be divided into such units as manuscript matters, content, and the mechanics of writing. This strategy recognizes the potential of students as being unlimited and introduces system, measurement, and self-evaluation into education. (JM)

0674 ED 108 260
Maimon, Elaine P.
Some Applications of Linguistic Concepts to the Teaching of Freshman Composition.
Pub Date—Mar 75
Note—12p.; Paper presented at the Annual Conference on College Composition and Communication (26th, St. Louis, March, 1975)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Freshmen, Etymology, Higher Education, *Linguistics, Small Group Instruction, *Teaching Methods, Writing (Composition), *Writing Skills, Written Language
The problems which freshmen exhibit in using the written language extend beyond difficulties with mechanics to handicaps in using words to formulate and develop concepts. A linguistic approach to teaching freshman composition involves recognizing every linguistic act as creative and a word as having a history as well as a variety of meanings. In preparing assignments and writing essays, students become well acquainted with the Oxford English Dictionary and gain analytical insights from working in small tutorial groups. (JM)

0675 ED 103 858
Hardaway, Francine
Reshaping Our Goals for Freshman Composition.
Pub Date—Mar 75
Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (26th, St. Louis, Missouri, March 13-15, 1975)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Freshmen, Educational Objectives, *English Curriculum, English Instruction, Higher Education, Reading Skills, Student Attitudes, Teaching Methods, *Writing (Composition), *Writing Skills
This paper discusses and makes specific recommendations for teaching freshman composition courses. First, the teacher must introduce the subject matter of the course to the students in an interesting way. Next, the teacher must instruct students in the basic language skills, such as spelling and grammar. Finally, the teacher must instruct the students in the elements of style, including narration, tone, and point of view, so that the students will develop their own voice in writing and communication. (TS)

0676 ED 077 015

Arnold, Stephen

Composition and the Principle of Redundancy.

Pub Date—Nov 72

Note—17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (62nd, Minneapolis, November, 23-25, 1972)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Freshmen, English Curriculum, *Redundancy, *Writing (Composition), *Writing Skills

Identifiers—Communication Skills Program

We need a different view of teaching writing–a principle that allows us to formulate sequential learning environments with specific objectives–what the author chooses to call the Principle of Redundancy. This principle provides the student with meaningful choices about how he will learn. It states, "In any language course, parallel back-up systems should be provided for the student if the primary system fails him." Its four stipulations are: (1) instruction must be directed at the average or below-average students, not just exceptional students; (2) curricula must incorporate insights from the frontiers of discovery and change to meet the specific language needs of each school's student population; (3) parallel back-up systems must be developed in accordance with each school's demography, resources, and purpose; and (4) courses must combine meaningful, structured learning activities with meaningful student choices about how to learn. Students in the experimental Communication Skills Program at Northern Illinois University have demonstrated the benefits of the application of this principle. (Author/DD)

0677 ED 052 183

Hudson, James

English II: ENG 152.

Oakland Community Coll., Farmington, Mich.

Pub Date—70

Note—81p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*College Curriculum, *Course Organization, *Curriculum Guides, *English Curriculum, *Writing (Composition)

Identifiers—Oakland Community College MI

A course guide for students in English 152 of Oakland Community College, a composition course in argumentative writing, this document gives the class schedule, the course outline, examples of writing, worksheets, ways of preparing bibliography and note cards, checklists, and a research bibliography, as well as presenting other cogent materials. (DB)

0678 ED 044 406

Hardaway, John Mitchell

Generative Rhetoric: An Analysis of Its Influence on the Writing of College Freshmen.

Pub Date—69

Note—170p.; Ph.D. Dissertation, Arizona State University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-20,768, MFilm $3.00, Xerography $7.80)

Document Not Available from EDRS.

Descriptors—College Freshmen, *College Instruction, Comparative Analysis, Conventional Instruction, Paragraph Composition, *Rhetoric, Sentence Structure, Students, *Teaching Methods, *Writing Skills

To determine whether significant differences exist between a class taught generative rhetoric and a class taught traditional methods of writing, a strategy was developed for teaching the generative rhetoric of the sentence and the paragraph in a first-semester composition course composed of average students. The 56 subjects were randomly assigned to one experimental and one control class. For 6 weeks, approximately 30 minutes of each class period were used to instruct the experimental group in generative rhetoric. Students read excerpts from famous authors and did pertinent exercises. The control group analyzed sentences and paragraph development by conventional standards. At the end of the 6-week period, students in both the experimental and the control groups were asked to write two descriptive papers on an assigned topic. The better of these papers was chosen for evaluation by a panel of five judges. Although there was no statistically significant difference between the experimental and the control groups in any of the areas tested, when the mean scores on the five criteria–focus and structure, content, sentence construction, fluency, and general impression–were observed, the means for the experimental group were somewhat greater in every case. (Author/MF)

0679 ED 033 147

English, Hubert M., Jr.

Linguistic Theory as an Aid to Invention.

National Council of Teachers of English, Champaign, Ill.

Pub Date—Oct 64

Note—5p.

Journal Cit—College Composition and Communication; v15 n3 p136-140 Oct 1964

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Freshmen, Descriptive Writing, *English Instruction, Expository Writing, Linguistics, *Linguistic Theory, Logical Thinking, Productive Thinking, Rhetoric, Structural Analysis, Tagmemic Analysis, Teacher Effectiveness, *Teaching Methods, Writing (Composition), *Writing Skills

Identifiers—University of Michigan

Some of Professor Kenneth Pike's tagmemic theory is explained, and an attempt to apply it in freshman English classes at the University of Michigan is described. Two writing subjects (a concrete object and an abstraction) are examined from the aspects of contrast; range of variation; and distribution with respect to class, context, and matrix. The three-week experiment with tagmemic theory in freshman English is briefly described, and its effectiveness is assessed. Remarks are offered on the relative relevance of rhetoric and linguistics to composition classes. (AF)

0680 ED 027 339

Tibbetts, A.M.

To Encourage Reason on the Campus: A Proposal for a New College Course in Thinking and Writing.

American Association of University Professors, Washington, D.C.

Pub Date—Dec 68

Note—7p.

Journal Cit—AAUP Bulletin; v54 n4 p466-472 Dec 1968

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Students, Communication Skills, Course Descriptions, *Educational Philosophy, *English Instruction, Expository Writing, Instructional Improvement, *Logical Thinking, Program Evaluation, Rhetoric, *Writing Skills

Two examples of student prose are analysed as instances of the unreasoned, illogical thinking which the author considers prevalent at the university level today. Causes for student inability to communicate by means of objective argument are explored, and a course, "Investigation, Thinking, and Arguing," is outlined as a suggested replacement for freshman composition. (CW)

0681 ED 020 939

NELSON, BONNIE E.

COLLEGE PROGRAMS IN FRESHMAN COMPOSITION.

Modern Language Association of America, New York, N.Y.

Pub Date—68

Note—46P.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Freshmen, *Course Content, English, *English Curriculum, *English Instruction, Grading, Higher Education, Instructional Innovation, Literature, Surveys, Teaching Methods, *Writing (Composition), Writing Exercises, Writing Skills

Identifiers—Duquesne University PA, Elmira College NY, Juniata College PA, Kalamazoo College MI, MICHIGAN, MISSOURI, NEW YORK, PENNSYLVANIA, State University of New York Buffalo, Washington University MO

THE ASSOCIATION OF DEPARTMENTS OF ENGLISH COLLECTED INFORMATION FROM DIRECTORS OF FRESHMAN ENGLISH FOR A REPORT ON COLLEGE PROGRAMS IN FRESHMAN COMPOSITION. THE FIRST SECTION OF THE REPORT, A DISCUSSION OF TRENDS IN FRESHMAN COMPOSITION, INDICATES THAT LINGUISTICS AND THE STUDY OF LANGUAGE HAVE NOT BECOME A PART OF THE FRESHMAN ENGLISH CURRICULUM. THE MAJOR PORTION OF THE REPORT CONSISTS OF A SURVEY OF CURRENT PRACTICES IN 66 INSTITUTIONS. TYPES OF COMPOSITION PROGRAMS, METHODS OF TEACHING WRITING, THE ELEMINATION OF COMPOSITION COURSES, AS WELL AS GRADING, WRITING ASSIGNMENTS, AND VARIOUS METHODS OF ORGANIZING CLASSES ARE DISCUSSED. APPENDIXES PROVIDE DETAILED INFORMATION ON THE GRADUATE ASSOCIATE PROGRAM AT DUQUESNE UNIVERSITY AND ON COMPOSITION PROGRAMS AT JUNIATA COLLEGE, ELMIRA COLLEGE, KALAMAZOO COLLEGE, WASHINGTON UNIVERSITY, AND THE STATE UNIVERSITY OF NEW YORK AT BUFFALO. (BN)

0682 ED 015 950

FOSCUE, VIRGINIA

LANGUAGE STUDY AS A PART OF FRESHMAN ENGLISH.

Pub Date—67

Note—6P.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Applied Linguistics, College Faculty, *College Freshmen, *English Instruction, Experimental Teaching, Language Instruction, Language Patterns, Literature, Teacher Education, *Teaching Methods, *Writing (Composition), Writing Skills, Written Language

Identifiers—UNIVERSITY OF ALABAMA

AT THE UNIVERSITY OF ALABAMA, TEACHERS USE INSTRUCTION IN LANGUAGE AS THE BASIS FOR INSTRUCTION IN COMPOSITION AND LITERATURE. FOLLOWING THE PRINCIPLES OF FRANCIS CHRISTENSEN, THE TEACHERS CONCENTRATE FIRST ON THE WRITING OF SENTENCES, THEN ON WRITING PARAGRAPHS. THE FINAL WRITING AND STUDY OF WHOLE THEMES ILLUSTRATE THAT THE DEVICES WHICH CONTROL STRUCTURE WITHIN THE PARAGRAPH ALSO CONTROL THE STRUCTURE OF AN ENTIRE COMPOSITION. DURING THE SECOND SEMESTER THE STUDENT'S ATTENTION IS DIRECTED TO THE USES OF LANGUAGE ELEMENTS IN LITERATURE AND TO THE MEANING ACHIEVED WITHIN A FORM. ONE TEACHING TECHNIQUE AMONG SEVERAL USED IS THE "DISCOVERY METHOD" AS DEFINED BY NEIL POSTMAN AND CHARLES WEINGARTNER. (BN)

COLLECTIONS OF JOURNAL ARTICLES

0683 ED 199 713

Irwin, Glenn, Ed.

In Search of the "Write" Way.

Texas Joint Council of Teachers of English, Houston.

Pub Date—81

Note—32p.; The Texas Joint Council of Teachers of English is an affiliate of the National Council of Teachers of English.

Journal Cit—English in Texas; v12 n3 Spr 1981

Pub Type— Collected Works - Serials (022) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Humor, *Inservice Teacher Education, Mexican Americans, Nontraditional Students, *Teacher Role, *Teaching Methods, Writing (Composition), *Writing Exercises, *Writing Instruction

Identifiers—*National Writing Project, NorthEast Texas Writing Project, *Research Papers (Students), Texas Hill Country Writing Project

The 17 articles in this journal issue focus on writing and writing instruction. The articles discuss the following: (1) the NorthEast Texas, Texas Hill Country, and University of Arizona writing projects; (2) the necessity of dealing with truth in the writing class, not as a concept to be defined, but as an act that creates and recreates relationships between people; (3) using the "I-Search" process developed by Ken Macrorie as an alternative to the research paper; (4) teaching the research process through the use of minipapers; (5) writing as communication; (6) the use of "workshopping" (peer critiques) to teach composition; (7) teaching composition to Chicano students; (8) a sequence of writing exercises designed to introduce what the writing instructor wants the students to emphasize in their work; (9) a "speak-write" rehearsal technique for use with basic writing students; (10) the advantages of teaching the techniques of writing before allowing students to write; and (11) the "role of the period" in the composition process. (FL)

0684 ED 198 569

Humes, Ann, Ed. And Others

Moving between Practice and Research in Writing.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—81

Note—168p.; Proceedings of the National Institute of Education-The Fund for the Improvement of Postsecondary Education Grantee Workshop (Los Alamitos, CA, September 1980).

Available from—Accounting Department, SWRL Educational Research and Development, 4665 Lampson Ave., Los Alamitos, CA 90720 ($3.50, plus 6% sales tax for California residents).

Pub Type— Collected Works - Proceedings (021) — Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College English, Disadvantaged, Elementary Secondary Education, English Curriculum, *English Teacher Education, Higher Education, Holistic Evaluation, Language Variation, Literacy Education, Sociolinguistics, *Writing Evaluation, *Writing Instruction, *Writing Processes, *Writing Research, *Writing Skills

Identifiers—Writing across the Curriculum

This volume focuses on papers presented by grantees supported by the National Institute of Education and the Fund for the Improvement of Postsecondary Education at a meeting held in September, 1980. Papers are grouped into the following sections: composing processes and development, writing assessment, writing instruction in context, the writing teacher, language variation and writing, and functions of writing outside of school. Roger Shuy's concluding remarks highlight some of the issues that mark the recent work in writing: (1) writing is seen as critically related to broad individual abilities, rather than as a set of narrow skills; (2) there is a new interest at looking at the processes involved in writing rather than just at the products or finished products; (3) there is a greater emphasis on the functions than on the forms of writing; (4) new emphasis is being given to writing as social discourse; (5) language variation and cultural context, particularly with nonstandard dialects or bilingualism, are seen as deserving more attention in writing; (6) there is a general belief that instruction puts too much emphasis on surface features like grammar and spelling, but there is no consensus about how seriously to treat errors; and (7) teaching writing is difficult, and a major problem is that many teachers of writing are not knowledgeable or experienced writers. (HOD)

0685 ED 198 546

DeFord, Diane E., Ed.

Learning to Write: An Expression of Language.

Ohio State Univ., Columbus. Coll. of Education.

Pub Date—80

Note—87p.

Available from—College of Education, The Ohio State University, 149 Arps Hall, 1945 N. High St., Columbus, OH 43210 ($3.00; 50 or more copies, $2.50 each).

Journal Cit—Theory Into Practice; v19 n3 Sum 1980

Pub Type— Information Analyses (070) — Collected Works - Serials (022) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classroom Techniques, Editing, Educational Environment, Elementary Secondary Education, Instructional Materials, Models, Peer Teaching, Skill Development, Spelling, Teacher Attitudes, Teaching Methods, Technical Writing, *Writing (Composition), *Writing Instruction, Writing Processes, Writing Research

The 12 articles in this journal issue focus on writing as an expression of language. Specific topics discussed in the articles are: (1) What can be learned from writing research, (2) young children and writing (3) translating meaning from spoken to written language, (4) assumptions about writing instruction, (5) first grade writers, (6) learning to spell by spelling, (7) beginning writers' pencils and paper, (8) writing development patterns, (9) environmental influences on children's views of writing, (10) dynamic and static composition models, (11) peer editing, and (12) business writing and composition instruction. (HTH)

0686 ED 191 081

Long, Maxine M., Ed. McCleary, William J., Ed.

Thematic Issue: The Politics and Practice of Teaching Writing.

New York State English Council.

Pub Date—80

Note—30p.

Journal Cit—English Record; v31 n3 Sum 1980

Pub Type— Collected Works - Serials (022) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accountability, *Autobiographies, *Basic Skills, *Cohesion (Written Composition), Competency Based Teacher Education, Elementary Secondary Education, English Instruction, Higher Education, Minimum Competency Testing, *Persuasive Discourse, *Teacher Education,

Teaching Methods, *Writing (Composition), *Writing Instruction, Writing Processes

The seven articles in this journal issue deal with the politics and practice of teaching writing. The articles focus on the following topics: (1) efforts to establish educational accountability, including competency based teacher education, licensing of teachers, and minimum competency testing; (2) methods for teaching students to use intuition in the composing process; (3) the use of forensic rhetoric (legal writing) as the basis of an argumentative prose course; (4) basic skills in English and the training of English teachers; (5) a free writing lesson in a first grade classroom; (6) cohesion in writing; and (7) a college course in autobiographical writing. (GT)

0687 ED 191 058

Keech, Catharine Thomas, Susan

Compendium of Promising Practices in Composition Instruction. Evaluation of the Bay Area Writing Project. Technical Report.

California Univ., Berkeley. School of Education.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date—79

Note—65p.; For related documents see CS 205 779-786

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Assignments, *Curriculum Development, Evaluation Methods, Higher Education, Program Evaluation, Secondary Education, *Teaching Methods, *Writing (Composition), *Writing Exercises, *Writing Instruction, Writing Processes

Identifiers—*Bay Area Writing Project

Prepared as part of the evaluation of the Bay Area Writing Project (BAWP), this report offers descriptions of promising practices in composition instruction. It explains the selection criteria and classification scheme used and describes practices in the following four categories: (1) structuring of writing programs, (2) teaching the elements of writing, (3) teaching the process of composing, and (4) evaluating the writing program. (RL)

0688 ED 185 602

Brady, Philip L., Ed.

The "Why's" of Teaching Composition.

Washington State Council of Teachers of English.

Pub Date—78

Note—77p.; The Washington State Council of Teachers of English is an affiliate of the National Council of Teachers of English.

Pub Type— Collected Works - General (020) — Opinion Papers (120) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Educational Needs, Elementary Secondary Education, *Motivation Techniques, Student Motivation, Teacher Role, Teaching Methods, *Writing (Composition), *Writing Instruction, *Writing Processes, *Writing Skills

The four articles in this monograph are concerned with why it is important to teach composition and with identifying the characteristics of "good" writing. The first article presents an argument for a curriculum that stresses many kinds and purposes of writing so as to produce writers who respond with freedom and diversity to a variety of writing situations. The second article offers a definition of "good" writing: writing that affects its audience. The third article concentrates on transactional writing–the writing that instructs or informs–and the final article stresses the importance of the writing process in students' sense of self and sense of power. (FL)

0689 ED 182 745

Gere, Anne Ruggles, Ed.

The How's of Teaching Composition.

Washington State Council of Teachers of English.

Pub Date—79

Note—69p.; The Washington State Council of Teachers of English is an affiliate of the National Council of Teachers of English

Available from—Washington State Council of Teachers of English, Dept. of English GN-30, University of Washington, Seattle, WA 98195 ($2.00)

Pub Type— Guides - Classroom - Teacher (052) — Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, *English Instruction, Higher Education, *Learning Activities, *Multisensory Learning, *Teaching Methods, *Writing (Composition), *Writing Processes, *Writing Skills

This collection of papers by participants in the Puget Sound Writing Project (Washington) includes discussions of ideas and strategies that have been used in classrooms and that are based on clear theoretical principles. The topics discussed in the nine entries are: writing as a process through which students discover what is on their minds, characteristics of effective writing assignments, issues surrounding assignment making, class activities that generate ideas for writing, multisensory stimulation as an important part of the writing process, the difficulty and the reward of writing, activities used in an intermediate school English center to help students with writing, peer group editing and improvement in student writing, and the use of a writing workshop in which the students are the audience for each writer. The book also contains a poem that captures the process metaphor in a description of boat building. (TJ)

0690 ED 177 610

Lamberg, Walter J., Ed.

Writing: From Walls to Paper. The Texas Hill Country Writing Project.

Texas Univ., Austin. Dept. of Curriculum and Instruction.

Spons Agency—Austin Independent School District, Tex.; Education Service Center Region 13, Austin, Tex.

Pub Date—79

Note—135p.

Pub Type— Guides - Classroom - Teacher (052) — Collected Works - General (020)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Creative Writing, Elementary Secondary Education, English Instruction, *Evaluation Methods, *Expository Writing, Grammar, Learning Activities, Literature, Student Attitudes, *Teaching Methods, *Writing (Composition), *Writing Skills

Identifiers—*National Writing Project

The 22 articles in this collection, written by experienced teachers of English, present effective learning activities for developing a variety of skills, qualities, and attitudes in writing. Demonstrating different teaching methods, the articles relate to key principles advocated by the National Writing Project: attention to fluency, peer response, and opportunities to develop writing abilities. Part One presents ideas for helping students get started with writing. Topics dealt with include individual and group activities for developing fluency and positive attitudes toward writing, writing anxiety, simulation games, first-hand observation by students to stimulate writing, and the relation of grammar study to writing. Part Two offers a variety of ideas for developing composing skills and qualities. Specific topics covered are: planning composition experiences for a beginning essay course; the structured character sketch; a discursive approach to an advanced study of grammar; developing fluency, self-management, and confidence in writing; a self-instructional thematic unit; planning writing for literature study; use of dialogue in narrative writing; and writing from reading. Part Three contains ideas for helping students revise their writing. Specific topics are: self- and peer-provided feedback, writing with a checklist, the responsibility for revision, writing problems, planning for the spontaneous essay, publication for the gifted student, and balancing the composition emphasis. (FL)

0691 ED 173 831

Wolff, Aline And Others

Ideas for the Teaching of Composition. Language Arts Monograph.

Illinois State Office of Education, Springfield.

Pub Date—78

Note—23p.; Not available in paper copy due to marginal legibility of original document

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, *English Instruction, *Language Arts, Motivation Techniques, *Teaching Load, *Teaching Methods, *Writing (Composition), *Writing Processes, *Writing Skills

Five articles concerning plans for the teaching of composition are contained in this monography published as part of an Illinois Office of Education project to respond to the need for materials written for classroom teachers of language arts. Aline Wolff encourages teachers to write themselves and to write with their students as they go through the processes of prewriting, selecting, formulating a thesis, selecting a writing pattern, editing, manuscript preparation, and proofreading. John Erickson suggests ways that teachers can promote the use of writing as a valuable form of communciation, provide students with models of how a writer goes about wedding the idea with the form, and instill confidence rather than alienation in young writers. John Eckmar describes motivational activities to give students practice in communication through writing, Jackie Ziff provides suggestions for intermediate grade writing activities, and William Dusel offers guidelines for determining an efficient teaching load in English. Lists of professional organizations and of workshops and festivals conclude the monograph. (MKM)

0692 ED 172 228

Judy, Stephen N. Judy, Susan J.

The English Teacher's Handbook: Ideas and Resources for Teaching English.

Pub Date—79

Note—376p.

Available from—Prentice-Hall, Inc., Publishers, Englewood Cliffs, New Jersey 07632 ($8.95 paper)

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Course Organization, Curriculum Development, *Educational Resources, *English Instruction, Group Discussion, Language Instruction, *Literature Appreciation, Multimedia Instruction, Secondary Education, Teaching Guides, *Teaching Methods, *Writing (Composition)

This handbook for high school English teachers includes sections on curriculum planning and course design, ideas for teaching English, and resources for teaching English. The topics in curriculum planning include course planning and design, individualizing, teacher-constructed materials, grading alternatives, aims and priorities, and accountability. Ideas for teaching include practical suggestions divided under the following subheadings: literature and reading, teaching composition, language study, and multimedia English. Among the many suggestions are the following: invite outside speakers, create a facsimile newspaper, compare the handling of a novel by other media, individualize reading assignments, read a novel aloud over a period of a few weeks, use music and movement while reading, use puppets, and encourage students to write to pen pals. The final section of the book provides names and addresses of magazines and journals, professional organizations, publishers of professional and instructional materials, government resources, contests, and free resources that might be of interest to English teachers. (TJ)

0693 ED 172 205

Crabbe, John K., Ed. Crabbe, Katharyn F., Ed.

The English Record; Volume 30, Number 1, Winter 1979. Emphasis: Composition.

New York State English Council.

Pub Date—79

Note—29p.

Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Creative Writing, Descriptive Writing, *English Curriculum, Essays, *Expository Writing, Fables, Higher Education, Secondary Education, *Student Attitudes, *Teaching Methods, *Writing (Composition), Writing Exercises

Reflecting the view that a single formula for revo-

lutionizing the teaching of writing is unavailable, this publication of the New York State English Council presents a series of articles dealing with various topics in the teaching of composition in high school and college settings. Subjects discussed include the following: the use of fables in the composition classroom, assessing students' attitudes towards writing, a report on the Western New York Writing Project, new assumptions and procedures in evaluating student writing, the use of the mystery plot in freshman college composition, and the selection of fruitful writing topics. (DF)

0694 ED 165 180
Stewart, Donald, Ed.
Focus: Composition: Old Problems, New Alternatives.
Kansas Association of Teachers of English.
Pub Date—Dec 78
Note—28p.; The Kansas Association of Teachers of English is an affiliate of the National Council of Teachers of English
Journal Cit—Kansas English; v64 n1 Entire Issue Dec 1978
Pub Type— Journal Articles (080)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*English Instruction, Higher Education, Logical Thinking, Oral Reading, Peer Teaching, *Persuasive Discourse, *Student Experience, *Teaching Methods, *Writing (Composition), Writing Exercises, Writing Processes, *Writing Skills
Identifiers—*Invention (Rhetorical)
The three articles in this journal issue focus on composition problems and alternatives. The topics discussed are compositional invention, composition based on students' experiences, and an oral technique for teaching basic composition. The issue also contains reviews of recent publications in the field of composition. (FL)

0695 ED 162 330
Matthews, Dorothy, Ed.
The Teaching of Writing: Illinois Teachers Report on Research & Practices. Sentence Combining as a Composition Technique.
Illinois Association of Teachers of English, Urbana.
Pub Date—78
Note—53p.; The Illinois Association of Teachers of English is an affiliate of the National Council of Teachers of English ; Parts marginally legible due to small type
Journal Cit—Illinois English Bulletin; v66 n1 Entire Issue Fall 1978
Pub Type— Journal Articles (080)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Educational Research, Elementary Secondary Education, *English Instruction, Higher Education, Humor, Paragraph Composition, Periodicals, Program Descriptions, Sentence Combining, *Teaching Methods, Technical Writing, *Writing (Composition)
The ten articles in this journal report on research and practice in the teaching of writing. Topics covered include sentence combining as a composition technique, peer evaluation in a technical writing class, a plan for teaching paragraph construction, the use of literary humor in a writing class, methods for setting the scene, how students view the writing process, the research paper, planning a writing environment in an elementary school, a structured writing program for the junior high, and a program for teaching writing at the high school level. (FL)

0696 ED 149 347
Matthews, Dorothy, Ed.
Approaching Language Study in English Class.
Illinois Association of Teachers of English, Urbana.
Pub Date—78
Note—45p.; The Illinois Association of Teachers of English is an affiliate of the National Council of Teachers of English
Journal Cit—Illinois English Bulletin; v65 n2 Entire Issue Winter 1978
Pub Type— Journal Articles (080)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Classroom Environment, College Preparation, Delayed Speech, Dialects, Elementary Secondary Education, *English Instruction, *Language Instruction, *Language Skills, *Language Styles, Literary Criticism, Preschool Education, *Teaching Methods
The eight articles in this journal issue deal with the classroom study of language. They address such topics as dealing with student dialects and teaching about dialects; creating environments in which "languaging" can take place; using stylistic analysis to explain a literary text; teaching high school students to write research papers on aspects of the English language; using advertising copy to teach students about stylistic components of language; providing environmental experiences that stimulate the language development of preschool children who demonstrate developmental delays in language; and preparing high school students to use "college-level English." (GW)

0697 ED 137 805
Stewart, Donald, Ed.
Focus: What's Really Basic in Composition.
Kansas Association of Teachers of English.
Pub Date—Dec 76
Note—30p.; The Kansas Association of Teachers of English is an affiliate of the National Council of Teachers of English; Some pages may not reproduce well due to small type
Journal Cit—Kansas English; v62 n1 Entire Issue December 1976
Pub Type— Journal Articles (080)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Basic Skills, English Education, *English Instruction, *Language Arts, *Teaching Methods, *Writing (Composition), *Writing Skills
The articles in this issue of "Kansas English" discuss and define what is basic in composition. The first article, by Richard Lloyd-Jones, discusses the teaching of composition and the preparation of teachers of composition. The second article, by Hans P. Guth, suggests a positive modern approach to language, designed to help students become more effective users of language in their own right. The third article, by David Bronson, asserts that, when we talk about English as a subject, we are talking about writing. His discussion of English as writing includes historical background, the relationship of writing and cognitive development, and pedagogical possibilities. Peter T. Zoller, in the fourth article, reviews "Teaching Composition: 10 Biographical Essays," edited by Gary Tate. The final article, by Lois Caffyn, discusses the recent attack on minicourses and makes suggestions for teachers and administrators. (LL)

0698 ED 131 483
Matthews, Dorothy, Ed.
Traditional Materials in the Classroom.
Illinois Association of Teachers of English, Urbana.
Pub Date—76
Note—36p.; The Illinois Association of Teachers of English is an affiliate of the National Council of Teachers of English
Available from—IATE Treasurer, 100 English Bldg., Urbana, Illinois 61801 ($0.50 single copy)
Journal Cit—Illinois English Bulletin; v64 n1 Entire Issue October-November 1976
Pub Type— Journal Articles (080)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, *English Curriculum, *Folk Culture, *Instructional Materials, *Literature, Periodicals, Romanticism, Teaching Methods, Vocal Music, *Writing Skills
Identifiers—Illinois
The five articles in this journal are related to the use of traditional materials in elementary and secondary schools in Illinois. Specific topics discussed include folk literature in secondary schools, traditional songs in elementary schools, the most frequently taught literary works (a survey of Illinois secondary schools), an approach to the study of romantic literature, and the characteristics of award-winning student writing. (AA)

0699 ED 131 479
Kahl, Marilyn, Ed. And Others
Potpourri '76: A Collection of Teaching Ideas for Elementary and Secondary Schools.
Southland Council of Teachers of English.
Pub Date—76
Note—58p.; The Southland Council of Teachers of English is an affiliate of the National Council of Teachers of English
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Class Activities, Elementary Secondary Education, *English Instruction, Journalism, *Language Arts, Literature Appreciation, Speech Curriculum, Teaching Guides, Teaching Methods, Writing (Composition)
The ideas provided in this document may be used in teaching the language arts in elementary and secondary schools. Some of the many ideas focus on hand-made books, psychological logs (journals), dialogue writing, Shakespeare and Dickens study activities, word matching, fairy tales, writing a book, imaginary worlds, magic, sales talk, impromptu speeches, short-story writing, newspapers and news-reporting activities, descriptive writing, writing autobiography, and the Bible as literature. (JM)

0700 ED 131 477
On the Ball-Point: Classroom Practices in Teaching Composition. Publication No. SC-743.
Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.
Report No.—SC-743
Pub Date—76
Note—57p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Creative Writing, English Instruction, Expository Writing, Secondary Education, *Teaching Methods, Writing (Composition), *Writing Skills
The classroom practices described in the 12 articles in this publication reflect much of the current thinking about the teaching of composition skills. Titles of articles are: "What Can Be Done about Composition?" "Junior High School Foundations for Expository Composition," "Teaching Sentence Combining," "Prevision and Revision in Tenth-Grade English Classes," "Structuring without Stifling," "What Can I Say about My Subject?" "Hows and Whys and Whats: Some Thoughts about Constructing Topic Sentences," "Marking to Teach Composition," "Composition Assignment: Autobiographical Portrait," "Values and Creativity in Composing," "Focus on Film," and "Individualized Instruction of Composition." (JM)

0701 ED 119 207
Mullican, James S., Ed.
Focus on Composition.
Pub Date—75
Note—33p.
Journal Cit—Indiana English Journal; v9 n3 Entire Issue Spring 1975
Pub Type— Journal Articles (080)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Class Activities, *Creative Writing, Elementary Secondary Education, *English Instruction, Language Acquisition, Language Instruction, *Teaching Methods, *Writing (Composition), *Writing Skills
This issue of the "Indiana English Journal" discusses the teaching of writing and contains suggestions that will help improve students' writing. The essays contained in this monograph include "The Writer as Writer and Critic: How to Be a Schizophrenic and Still Not End Up in Bedlam," "A Teacher's Mini-Glossary of Writing Techniques," "Film–A Way to Learn to Write," "Models for Writing Conferences," "The Teaching of Composition through Textless Books," and "The Wire Game: Classroom Interaction for Oral and Written Communication." (RB)

0702 ED 116 202
Stewart, Donald, Ed.
Composition, Culture, Citizenship.
Kansas Association of Teachers of English.
Pub Date—Dec 75
Note—30p.
Journal Cit—Kansas English; v61 n1 Entire Issue Dec 1975
Pub Type— Journal Articles (080)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Direction Writing, *English Instruction, Experimental Teaching, Laws, *Teaching Methods, *Writing (Composition), *Writing Exercises, *Writing Skills
This special issue of "Kansas English" focuses on composition, culture, and citizenship. Included in this issue are the following articles: "Composing: When Artifice Is a Real Help" by Tom Hemmens and Micheal Roberts, which discusses the composing process and suggests various artifices, such as structure charts and sketch outlines, as a means of helping students write; "The Composing Process: A Sequence" by John Bushman and Sandra Jones, which suggest several writing sequences, including experimental writing, focused writing, and structured writing; "In Praise of Festivals" by Sister Marie Brinkman; "The English Teacher as Concerned Citizen" by Oscar Haugh and Melvin Riggs, which discusses recent laws which affect English teachers; and "From a Reading Desk" by Marcia Smith, which reviews several recent books. (TS)

0703 ED 113 723
Larson, Richard L.
Children and Writing in the Elementary School: Theories and Techniques.
Pub Date—75
Note—420p.
Available from—Oxford University Press, 200 Madison Ave. New York, New York 10016 ($4.95 paper)
Pub Type— Books (010)
Document Not Available from EDRS.
Descriptors—Child Development, Classroom Techniques, *Educational Theories, Elementary Education, Grammar, Poetry, Rhetoric, Teacher Response, *Teaching Methods, *Writing (Composition), *Writing Skills
The essays in this volume have been collected to provide classroom teachers with materials from leading theorists in the United States and Great Britian which deals with the teaching of written composition in the elementary school (grades 1-8). These essays are presented in one of five categories: theories of written discourse and theories on the development of children, classroom management and teaching techniques, responding to students' writing, teaching some structures and conventions in writing, and the teaching of rhetoric. Authors include James N. Britton, James Moffet, John Dixon, ARTHUR Bessell, Herbert Kohl, Ruth Kearney Carlson, Iris Tiest, Margaret Langdon, Leslie T. Whipp, A. F. Watts, and Frank O'Hare. (JM)

0704 ED 101 378
Knudson, Richard L., Ed.
Emphasis: Composition.
New York State English Council.
Pub Date—74
Note—113p.
Available from—Alan Nelson, Executive Secretary, Union College Humanities Center, Schenectady, New York 12308 ($2.00)
Journal Cit—The English Record; v26 n1 Entire Issue Winter 1974
Pub Type— Journal Articles (080)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Creative Writing, Elementary Secondary Education, Language Role, Lesson Plans, *Poetry, Reading Skills, Teaching Methods, Vocabulary, *Writing (Composition), *Writing Skills
This issue of "The English Record," devoted largely to the teaching of composition, includes such articles as "Writing in the Reading Class"; "A Sequence of Writing Tasks for a Composition Elective for Juniors and Seniors"; "An Inquiry into the Composing Process"; "A Spin-off from Kenneth Koch's 'Wishes, Lies, and Dreams'"; "Interdisciplinary Approaches to Teaching Poetry to the Elementary School Child"; "Individualized Instruction and the Rhythmic Claims of Freedom and Discipline"; and "Never Write Like You Talk," "Commonplace Book, Venerable Teaching Tool" discusses the history and advantages of using the journal (or commonplace book) and diary as an educational and writing tool. In "What Is Language Sensitivity" the changing role and meanings of language and its effects are examined. Other articles related to the teaching of composition include "Techniques and Materials for Improving Reading Skills in Secondary English," "The Elementary Pupil as Textbook Consumer," "On Teaching Augustan Poetry," and "The Handicapped Child in Children's Literature: Themes, Patterns, and Stereotypes." (TS)

0705 ED 101 351
Stewart, Donald, Ed.
Focus: Composition and Language Study, K-6.
Kansas Association of Teachers of English.
Pub Date—Dec 74
Note—37p.
Journal Cit—Kansas English; v60 n1 Entire Issue December 1974
Pub Type— Journal Articles (080)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Education, English Instruction, Evaluation Methods, *Language Acquisition, *Language Arts, Teaching Methods, *Writing (Composition), *Writing Skills
This issue of "Kansas English" focus on composition and language study, kindergarten through grade six. The articles and authors are "Evaluating Process and Product in Children's Writing" by Robert L. Hillerich, "Written Language Development and Instruction of Elementary School Children" by Lester S. Golub, "From a Reading Desk" by Myrline Winkler, "The Semi-Revolution in English" by Robert Grindell, and "From the State Specialist's Desk" by Lois Caffyn. (TO)

0706 ED 097 710
Geuder, Patricia A., Ed. And Others
They Really Taught Us How to Write.
National Council of Teachers of English, Urbana, Ill.
Pub Date—74
Note—146p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 32823, $3.95 nonmember, $3.50 member)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—English Instruction, *Evaluation Methods, High Schools, Secondary Education, Teacher Developed Materials, *Teacher Effectiveness, *Teaching Methods, *Writing (Composition), *Writing Skills
This book contains a collection of articles written by teachers who, according to some of their students, really taught them how to write. The articles describe classroom methods for teaching composition that have actually worked for both teachers and students. Aimed particularly at English teachers in grades 10-12 the book includes specific assignments for students as well as course descriptions and more philosophical pieces. The authors describe various types of student writing: a unique letter-writing assignment in "Dear Mr. Hardy"; a journal-writing activity in "Be Your Own Boswell"; and other creative and expository experiences ranging from a one-paragraph "Exercise in Description," to a five-paragraph theme, "The Chinese Box," to a lengthy research project, "The Community Documentary." Several chapters describe composition practices associated with the study of literature. While a few of these articles clearly apply only to above-average, college-bound students, most present teaching practices that are applicable, or adaptable, to average, below-average, and unmotivated students as well. (SW)

0707 ED 096 672
Everts, Eldonna L.
What's New in Language Arts: Composition.
American Association of Elementary, Kindergarten, and Nursery Educators, Washington, D. C.
Pub Date—[74]
Note—8p.
Available from—American Association of Elementary-Kindergarten-Nursery Educators, NEA Center, 1201 Sixteenth St. N.W., Washington, D.C. 20036 (Stock No. 282-08864, $0.25; Make checks payable to E/K/N/E-NEA)
Pub Type— Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Bibliographies, Curriculum Development, Elementary Education, Instructional Innovation, *Instructional Materials, Language Arts, *Literature Reviews, *Teaching Methods, *Writing (Composition), *Writing Skills
Surveying the current scene in the teaching of composition at the elementary level, this leaflet examines the results of recent research, the materials produced by four curriculum centers, and the opinions of respected authorities in English. It then describes some of the newer teaching practices stimulated by the recent emphasis on the individual and each person's unique cognitive development and acquisition of language arts skills. A summary derived from reflection upon recent research specifies fifteen new directions in writing and composition education. A brief bibliography concludes the leaflet. (JM)

0708 ED 094 415
Donelson, Ken, Ed.
Rhetoric and Composition in the English Classroom.
Arizona English Teachers Association, Tempe.
Pub Date—Feb 74
Note—214p.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Ill. 61801 (Stock No. 31478, $3.75 nonmember, $3.35 member)
Journal Cit—Arizona English Bulletin; v16 n2 Entire Issue Feb 1974
Pub Type— Journal Articles (080)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Class Activities, English Instruction, *Evaluation Methods, *Instructional Materials, *Rhetoric, Secondary Education, *Teaching Methods, Undergraduate Study, *Writing (Composition), Writing Exercises, Writing Skills, Written Language
The emphasis in the essays printed here is on the problems students face in writing and the problems teachers face in helping their students to improve. The contents include: "New and Renewed Rhetorics: Implications for Teaching," "Experience in Awareness, an Introduction to Creative Writing," "An Experiment with Christensen's 'Rhetoric of the Sentence' in Junior High School," "Films as an Aid to Teaching Creative Writing," "The Writer's Laboratory–One Approach to Composition," "Teaching Writing to the New Students of the '70s and '80s," "Teaching Writing to High School Students, Instilling Confidence," "Descriptive Writing: An Aid from Film and Story," "On Sensory Awareness, Compositions, and Flicks," "Trust, Write, Read . . . An Approach to Launching a Class in Creative Writing," "Handwriting," "Transformations and Stylistic Options," "Some Recent Questions and Some Not-So-Recent Answers about Teaching Composition," "Five Easy Pieces–A Paradigm for Style and Stylistics in Composition," "What You Can Do with Tests of Written Composition," "Writing Sample: An Assessment Tool," "Using Journals with 'Slow' High School Learners," "Composition Criteria," and "Improving Communication and Evaluation through the Class Profile." (RB)

0709 ED 088 096

Walden, James D., Ed.

From Zero to Steinbeck: A Study of Children's Composition.

Indiana Univ., Bloomington. School of Education.

Pub Date—Jan 74

Note—66p.

Available from—Publications Office, Room 109, School of Education, Indiana University, Bloomington, Indiana 47401 ($1.75)

Journal Cit—Viewpoints; v50 n1 p1-66 January 1974

Document Not Available from EDRS.

Descriptors—Creative Writing, Descriptive Writing, Educational History, Educational Improvement, *Elementary Education, Expository Writing, *Language Arts, Teaching Methods, *Writing (Composition), *Writing Skills

In a series of articles based upon doctoral studies, this issue examines composition instruction in the elementary schools. The first article provides a historical background for examining current practices in elementary composition programs, the second article discusses the relationship between form and content, and the last three articles look at current practices in the field of elementary composition. Introductory and concluding statements have been added by James Walden, thesis director for the authors of the five studies. (LL)

0710 ED 085 708

Berger, Allen, Ed. Smith, Blanche Hope, Ed.

Language Activities: Classroom Practices in Teaching English 1973-1974; Eleventh Report of the Committee on Classroom Practices.

National Council of Teachers of English, Urbana, Ill.

Pub Date—73

Note—102p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 00885, $1.95 non-member, $1.75 member)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Choral Speaking, Creative Writing, Critical Reading, *English Instruction, Films, Folk Culture, Integrated Curriculum, Interviews, *Language Acquisition, *Language Arts, *Language Enrichment, Listening, Literature, Poetry, Reading Instruction, Reading Skills, Speech Communication, *Teaching Methods, Vocabulary Development, Writing (Composition)

This book contains over fifty ideas and activities related to language development at all educational levels. Suggestions are provided for teaching composition, critical reading of newspapers and magazines, folklore, creative writing, vocabulary development, poetry, epics and films, interviewing techniques, metaphors, choral speaking, silent films, English in a multi-racial context, and other language arts. (WR)

0711 ED 023 687

Ideas for Teaching English, Grades 7-8-9: Successful Practices in the Junior High School.

National Council of Teachers of English, Champaign, Ill.

Pub Date—66

Note—422p.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 03105, $4.95).

Document Not Available from EDRS.

Descriptors—Dictionaries, *English Instruction, Grammar, Junior High Schools, Language Instruction, Linguistics, Listening, *Literature, Mass Media, *Reading, Reading Development, Remedial Reading, Secondary Education, Spelling, *Teaching Methods, Vocabulary Development, Vocabulary Skills, *Writing (Composition), Writing Skills

These suggested teaching practices for the junior high school are in the form of reprinted journal articles and special reports from classroom teachers. Ideas for teaching composition deal specifically with descriptive, narrative, and creative writing; helping students develop their imaginations; assigning topics for compositions; and evaluating student writing. In reading and literature, teaching practices are suggested for improving reading and literary skills; using the junior novel in the classroom; reaching both the gifted and the less gifted; building vocabularies; and reading poetry, newspapers, biographies, myths, and certain specific works. Additional articles contain suggestions for teaching language and grammar, spelling, listening, speaking, critical thinking, handwriting, the dictionary, and the mass media. A 10-page bibliography on junior high school materials completes the volume. (JS)

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